

# REPORT

OF THE

## INTERMEDIATE EDUCATION BOARD

## FOR IRELAND

FOR THE YEAR 1887.

---

*Presented to both Houses of Parliament by Command of Her Majesty.*

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1888.

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# REPORT

OF THE

## INTERMEDIATE EDUCATION BOARD FOR IRELAND

FOR THE YEAR 1887.

TO HIS EXCELLENCY, CHARLES STEWART, MARQUESS  
OF LONDONDERRY,

LORD LIEUTENANT GENERAL AND GENERAL GOVERNOR OF IRELAND.

MAY IT PLEASE YOUR EXCELLENCY,

We, the Commissioners of Intermediate Education (Ireland) submit to your Excellency this our ninth Report.

The number of students who gave notice of their intention to present for examination in 1887 was:—

Boys.	Girls.	Total.
5,012	1,460	6,472

being an increase of 331 in the case of boys, and of 112 in the case of girls, over the corresponding numbers in 1886.

In the eight previous years the numbers were:—

—	Boys.	Girls.	Total.
1879	3,473	796	4,271
1880	4,493	1,638	6,136
1881	5,694	2,084	7,728
1882	5,677	1,648	7,325
1883	5,521	1,314	6,835
1884	4,817	1,283	6,099
1885	4,504	1,218	5,722
1886	4,681	1,348	6,029

The number of students who presented themselves for examination in 1887 was:— See Table I.

Boys.	Girls.	Total.
4,613	1,318	5,931



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In the eight previous years the numbers were:—

—	Boys.	Girls.	Total.
1879, . .	3,218	736	3,954
1880, . .	4,114	1,447	5,561
1881, . .	5,147	1,805	6,952
1882, . .	5,153	1,461	6,614
1883, . .	5,087	1,125	6,212
1884, . .	4,413	1,091	5,504
1885, . .	4,123	1,058	5,181
1886, . .	4,348	1,199	5,547

See Tables II. and IV. The examinations, which commenced on 14th June and extended over ten days, were held at 162 centres, in 62 different localities.

The following Table shows the distribution of Centres between the Four Provinces.

—	Leinster.	Ulster.	Munster.	Connacht.	Totals.
Boys, . . .	49	25	37	7	118
Girls, . . .	18	19	7	—	44
Total, . . .	67	44	44	7	162

One hundred and twenty-two gentlemen and forty-six ladies were employed as Centre Superintendents, being an average of one Superintendent to every 38 boys and 29 girls, respectively.

See Table V. The number of students who passed the Examinations was:—

Boys.	Girls.	Total.
2,626	969	3,595

In former years the numbers were:—

—	Boys.	Girls.	Total.
1879, . .	1,850	482	2,332
1880, . .	2,809	1,111	4,010
1881, . .	3,439	1,235	4,674
1882, . .	2,983	1,017	4,000
1883, . .	2,851	893	3,744
1884, . .	3,040	800	3,840
1885, . .	2,436	735	3,171
1886, . .	2,685	825	3,510

The proportion per cent. of those examined who passed was:—

Boys.	Girls.	Boys and Girls.
56.9	73.6	60.



The proportions in former years were as follows:—

—	Boys.	Girls.	Boys and Girls.
1879, .	57.5	65.4	58.9
1880, .	70.4	76.7	72.1
1881, .	66.8	68.3	67.2
1882, .	57.8	69.6	60.4
1883, .	56.6	79.4	60.7
1884, .	68.8	73.3	69.7
1885, .	59.	69.4	61.2
1886, .	61.8	68.8	63.8

The number of students to whom were awarded £40 Prizes and Exhibitions was:— See Table VI.

Boys, 254; Girls, 97; Total, 351.

The number of students to whom were awarded prizes in books was:— See Table VII.

Boys, 384; Girls, 196; Total, 580.

The number of students to whom were awarded £10 Prizes for special subjects under Rule 30 (A) was:— See Table VIII.

Boys, 21; Girls, 6; Total, 27.

The number of students to whom were awarded Prizes for Composition under Rule 30 (B) was:— See Table IX.

Boys, 66; Girls, 39; Total, 105.

The amount of Results Fees paid to Managers of Schools on account of the Examinations in 1887 was:— See Appendix IV.

Boys, £8,636 7s. 6d.; Girls, £2,544 14s. 6d.; Total, £11,181 2s. 0d.

The following Table shows the distribution of Results Fees between the Four Provinces, and the number of Schools in each Province, to the Managers of which Results Fees were paid:—

PROVINCE.	Amount of Results Fees paid.		TOTAL.	No. of Schools.		TOTAL.
	Boys.	Girls.		Boys	Girls.	
	£ s. d.	£ s. d.	£ s. d.			
LEINSTER, . . .	3,429 16 6	913 5 0	4,343 11 6	55	38	93
ULSTER, . . .	2,183 17 0	1,236 5 6	3,420 2 6	44	44	88
MUNSTER, . . .	2,512 0 0	359 18 0	2,871 8 0	45	18	63
CONNAUGHT, . . .	510 14 0	35 6 0	546 0 0	15	3	18
Gross Total, . .	8,636 7 6	2,544 14 6	11,181 2 0	159	103	262



See Table  
XII., and  
App. V.

The values of the Burke Memorial Prizes awarded in 1887 were :—

Boys—

First Prize, £14

Second Prize, £9.

Girls—

Prize, £9.

#### FINANCE.

In consequence of the surpluses of income over expenditure which had occurred for several years, the Board in 1886 raised the scale of Results Fees, Junior Grade, and increased the value of one-half of the Exhibitions in the same Grade.

There are, however, so many variable elements upon which the amount of the Board's expenditure depends that it is extremely difficult to calculate the effects of any changes in the amounts payable for Results Fees and Exhibitions, and the result of the changes was an excess of expenditure over income in 1887 of £2,543 9s. 10d.

The deficiency has been met by the sale of a portion of the invested accumulations of former years.

#### EDUCATION.

The reports of the Examiners, extracts from which appear in Appendix iii.,\* speak, on the whole, favourably of the answering of the candidates.

In the case of Greek, 779 students presented themselves for Examination, and the results were satisfactory. The Examiners, Junior Grade, notice, as a healthy sign of the general character of the teaching, the fact that very few candidates failed in Greek Grammar. In the Middle and Senior Grades the answering in grammar was less satisfactory; the translation of the unpre-scribed passages was well done in the Senior Grade.

The number of those who presented in Latin was very much larger than in the case of Greek, amounting to 2,375.

The Examiners report that the Junior Grade candidates were, as a rule, carefully prepared, and that the papers afford evidence that the system of cramming for examination is being dis-credited.

In the Middle Grade the candidates were found to be well prepared in grammar. In prose composition the answering was fair, and an improvement was noticeable in verse composition. The rendering, however, of passages from the prescribed book of Virgil appeared to indicate that inferior or antiquated editions of the poet had been used by the students.

The rendering of passages from Horace by the Senior Grade students led to a similar conclusion in their cases.

\* Copies of the Extracts from the Reports of the Examiners were transmitted in December to all managers of schools in Ireland to whom Results Fees were paid in 1887.



In the Senior Grade the prose compositions in most cases reached average merit, but the practice of verse composition appeared to be greatly neglected.

In English, 5,886 candidates presented themselves for Examination. In the Middle and Senior Grades the Examiners report that the answering of both boys and girls was very satisfactory, and gave strong evidence of industry and intelligence on the part of the candidates, and of sound and careful teaching by their instructors.

In the Junior Grade the candidates showed a fair knowledge of Grammar, but attention is again called by the Examiners to the defective character of the answering in Parsing, and they remark that the teaching of Composition, as an art or science, seems to be neglected.

In French, 3,921 candidates presented themselves; in the Senior and Middle Grades, the Examiners report that the results are slightly lower in every way than last year, but that the answering in Junior Grade was very satisfactory.

In German, 368 candidates presented themselves, and the Examiner reports that the results were satisfactory and the style of the answers received good, especially among the girls of the Middle Grade.

In Italian (175 candidates) a fair acquaintance with Grammar and with the texts of the prescribed authors was exhibited, but the translations from English into Italian were of inferior merit.

In Celtic (378 candidates) the answering in the Middle Grade was exceptionally good, but in the Senior Grade the answering was inferior, and in the Junior Grade very unsatisfactory, the most decided weakness being exhibited in Parsing.

In Arithmetic (5,501 candidates) the Examiners report favourably on the answering of the boys in the Middle Grade, while that of the girls in the same Grade left much to be desired. In the Junior Grade, about 40 per cent. of the boys answered in a highly creditable manner, while the answering of the girls was inferior to that of the previous year.

The answering in Book-keeping (1,482 candidates) was fairly good.

Euclid (4,760 candidates), the answering in Senior and Middle Grades was excellent; in the Junior Grade the answering of the boys in the propositions was fair, but was not good in the deducibles; the answering of the girls in this Grade was unsatisfactory.

The answering in Algebra (3,750 candidates) of the boys in the Middle and Junior Grades was satisfactory; the answering of the girls in all Grades showed an improvement on the previous year.

The answering of the boys in the Senior Grade in Algebra and Arithmetic (239 candidates), and in Trigonometry (191 candidates) was satisfactory, while the answering in Elementary Mechanics (148 candidates) was not so good as in 1886.

In Natural Philosophy (2,813 candidates) the answering of the boys in the Junior Grade was satisfactory, while the Examiner



reports unfavourably on that of the girls in the same Grade. The answering in the Middle Grade was more satisfactory than that in the Senior Grade, but in both these Grades a want of practical acquaintance with the subject was manifest.

In Chemistry (1,428 candidates) the answering was fairly good as regards theory, but the absence of a practical knowledge of the subject was noticeable.

In Botany (280 candidates, girls only) the answering in all Grades was unsatisfactory.

In Drawing, 3,408 candidates presented for Examination. The answering in the Junior and Middle Grades in Freehand was very satisfactory. The Examiner in Object Drawing in the Senior Grade reports that the exercise, as regards shading, was not well executed by the majority of the candidates. In Geometrical Drawing the answering of the boys in each of the three Grades was fairly good, that of the girls unsatisfactory. In Perspective the answering was not satisfactory.

In Music (1,740 candidates) the answering in the rudiments of the theory was good.

In Domestic Economy (1,184 candidates, girls only) the answering was fair, but the Examiner expresses her conviction that the teachers, as a rule, require more training in the subject. There was abundant evidence that the subject had been made up from books merely, and but little practical acquaintance with the art of Domestic Economy was exhibited.



TABLE I.—Showing the number of Students who presented themselves for Examination in the years 1884, 1885, 1886, and 1887.

	Junior Grade.				Middle Grade.				Senior Grade.				Total.			
	1884.	1885.	1886.	1887.	1884.	1885.	1886.	1887.	1884.	1885.	1886.	1887.	1884.	1885.	1886.	1887.
Boys—of the prescribed age, under Rule 6.	3,448	3,229	3,414	3,637	543	564	547	579	283	226	244	250	4,234	4,019	4,303	4,496
Do., Over-age.	50	76	103	81	26	28	29	53	16	9	6	13	137	113	123	127
Total.	3,498	3,305	3,517	3,718	569	592	576	632	309	235	250	263	4,415	4,132	4,543	4,613
Girls—of the prescribed age, under Rule 6.	774	755	809	964	187	198	227	240	160	74	90	85	1,081	1,035	1,173	1,399
Do., Over-age.	17	19	14	8	11	10	10	10	2	3	.	1	59	32	24	1
Total.	791	774	823	972	198	208	237	250	162	77	90	86	1,091	1,067	1,197	1,398
Gross Total.	4,289	4,080	4,340	4,710	767	800	793	872	462	313	340	349	5,506	5,197	5,740	6,011

NOTE.—For statistics of years 1879 to 1883 see Report of the Board for 1886, Table I.



TABLE II.—Showing the NUMBER of STUDENTS who presented themselves for Examination at the various Centres in 1887.

BOYS.

No. of Centres.	Centre.	Junior.	Middle.	Senior.	Total.
1	Armagh, St. Patrick's College, . . . .	36	3	3	42
2	Athlone, Roselagh School, . . . .	33	14	3	50
3	Athy, Christian Schools, . . . .	36	—	—	36
4	Ballinrobe, Do., . . . .	23	1	1	25
5	Belfast, Working Men's Institute, . . . .	44	4	2	50
6	Do. . . . .	46	3	—	49
7	Do. . . . .	42	3	2	47
8	Do. Botanic Hall, . . . .	46	2	6	54
9	Do. . . . .	26	16	11	53
10	Do. . . . .	39	10	—	49
11	Do. St. Malachy's College, . . . .	37	10	2	49
12	Do. . . . .	38	6	5	49
13	Do. Christian Schools, Divis-street, . . . .	52	5	—	57
14	Do. Do. Donagall-st., . . . .	43	3	—	46
15	Carlow, Carlow College, . . . .	28	2	—	30
16	Do. Christian Schools, . . . .	22	8	—	30
17	Carryck-on-Smtr, Christian Schools, . . . .	34	4	—	38
18	Cashel, Rockwell College, . . . .	33	9	5	47
19	Cavan, Christian Schools, . . . .	16	2	1	19
20	Charleville, Do., . . . .	19	7	—	26
21	Clongowes Wood College, . . . .	22	12	4	38
22	Do. . . . .	23	9	7	39
23	Do. . . . .	23	2	2	27
24	Clewisl, Christian Schools (St. Mary's), . . . .	17	3	—	20
25	Do. (SS. Peter & Paul's), . . . .	42	1	—	43
26	Coleraine, Town Hall, . . . .	17	9	10	36
27	Do. . . . .	26	8	1	35
28	Cookstown, Assembly Rooms, . . . .	28	6	1	35
29	Cork, Presentation Brothers' Schools, . . . .	40	2	1	43
30	Do. . . . .	23	—	—	23
31	Do. Christian Schools, Penrose-lane, . . . .	42	—	—	42
32	Do. . . . .	43	1	—	44
33	Do. . . . .	43	3	—	46
34	Do. . . . .	37	7	1	45
35	Do. . . . .	36	4	1	41
36	Do. South Mall Hall, . . . .	47	9	1	57
37	Do. St. Finn Barr's Seminary, . . . .	43	3	2	48
38	Drogheda, Mayoralty Rooms, . . . .	30	1	3	34
39	Do. Christian Schools, . . . .	28	5	—	33
40	Dundalk, Do. . . . .	34	1	—	35
41	Do. . . . .	34	—	—	34
42	Do. St. Mary's College, . . . .	34	7	3	44
43	Do. Educational Institution, . . . .	22	8	5	35
44	Dungarvan, St. Augustine's Seminary, . . . .	45	8	—	53
45	Ennis, Diocesan College, . . . .	19	11	4	34
46	Do. Christian Schools, . . . .	22	4	1	27
47	Enniscorthy, Christian Schools, . . . .	13	1	—	14
48	Fermoy, St. Colman's College, . . . .	36	—	—	36
49	Do. . . . .	25	10	8	43
50	Galway, St. Ignatius' College, . . . .	20	9	—	29
51	Do. Grammar School, . . . .	23	4	—	27
52	Kilkenny, St. Kevin's College, . . . .	25	15	—	40
53	Do. Christian Schools, . . . .	40	4	—	44
54	Killarney, St. Brendan's Seminary, . . . .	25	2	6	33
	Forward, . . . .	1,732	281	103	2,116



TABLE II.—continued.—Showing the NUMBER of STUDENTS who present themselves for Examination at the various Centres in 1887.

BOYS—continued.

No. of Centre.	Centre.	Junior.	Middle.	Senior.	Total.
	Forward, . . . . .	1,732	281	102	2,115
55	Kilrush, Christian Schools, . . . . .	27	4	—	31
56	Limerick, Do. . . . .	31	1	—	32
57	Do. . . . .	33	1	7	41
58	Do. Sacred Heart College, . . . . .	31	7	3	41
59	Do. Leamy Schools, . . . . .	27	3	—	30
60	Listowel, St. Michael's College, . . . . .	27	3	—	30
61	Londonderry, Corporation Hall, . . . . .	37	7	6	50
62	Do. St. Columb's College, . . . . .	22	6	—	28
63	Do. Feyle College, . . . . .	23	10	7	40
64	Longford, St. Mel's College, . . . . .	17	4	—	21
65	Lurgan, Presbyterian Lecture Hall, . . . . .	27	7	3	37
66	Midleton, Christian Schools, . . . . .	39	3	—	42
67	Do. . . . .	29	5	—	34
68	Mitchelstown, Do. . . . .	18	5	—	23
69	Monaghan, Diocesan School, . . . . .	22	2	—	24
70	Do. Christian Schools, . . . . .	23	1	5	29
71	Monasteren, Christian Schools, . . . . .	41	4	—	45
72	Mountroth, Monastery School, . . . . .	42	5	1	48
73	Mullingar, Christian Schools, . . . . .	39	1	—	40
74	Multyfarnham, Wilson's Hospital, . . . . .	21	6	9	36
75	Navan, St. Finian's Seminary, . . . . .	22	7	3	32
76	Newagh, Christian Schools, . . . . .	34	3	1	38
77	Newry, Do. . . . .	42	4	2	48
78	Do. Savings Bank, . . . . .	10	8	1	19
79	Omagh, Christian Schools, . . . . .	27	5	1	33
80	Parsonstown, Presentation Monastery, . . . . .	34	3	—	37
81	Shibbereen, No. 4 National School, . . . . .	29	1	2	32
82	Sligo, Town Hall, . . . . .	39	16	4	59
83	Strabane, Town Hall, . . . . .	24	14	3	41
84	Tipperary, Abbey School, . . . . .	37	2	4	43
85	Do. Christian Schools, . . . . .	42	7	—	49
86	Trillick, Corn Exchange, . . . . .	27	2	1	30
87	Tuam, St. Jarlath's College, . . . . .	23	7	—	30
88	Tullow, Monastery School, . . . . .	20	5	—	25
89	Waterford, Christian Schools, . . . . .	24	5	3	32
90	Do. Do. . . . .	25	3	1	29
91	Westport, Christian Schools, . . . . .	18	2	—	20
92	Wexford, St. Peter's College, . . . . .	46	7	8	61
93	Youghal, Christian Schools, . . . . .	42	6	2	50
		2,573	473	179	3,225

GIRLS.

101	Armagh, Dr. Smyth's Lecture Hall, . . . . .	24	2	1	27
102	Athy, New School, . . . . .	21	—	—	21
103	Ballymena, West Church Lecture Hall, . . . . .	13	1	—	14
104	Belfast, Methodist College, . . . . .	33	12	7	52
105	Do. Ladies' Collegiate School, . . . . .	26	20	7	53
106	Do. University-read Methodist Sunday School, . . . . .	26	4	—	30
107	Do. Do. . . . .	19	5	3	27
	Forward, . . . . .	162	44	18	224



TABLE II.—*continued*.—Showing the NUMBER of STUDENTS who presented themselves for Examination at the various Centres in 1887.GIRLS—*continued*.

No. of Centre.	Centre.	Junior.	Middle.	Senior.	Total.
	Forward, . . . . .	163	44	18	224
108	Belfast Mercantile Academy, . . . . .	28	3	1	32
109	" Do. . . . .	30	1	—	31
110	Carrickfergus, Town Hall, . . . . .	8	3	3	14
111	Colemaine, 1st Presbyterian Church Sch. . . . .	14	6	—	20
112	Cookstown, Assembly Rooms, . . . . .	9	5	—	14
113	Cork, Model School, . . . . .	22	3	4	34
114	" Do. . . . .	30	4	1	35
115	" Assembly Rooms, . . . . .	31	11	5	47
116	Dundalk, Lecture Hall, . . . . .	18	2	4	24
117	Eambs, Convent of Mercy, . . . . .	23	11	—	34
118	Enniscorthy, Loretto Convent, . . . . .	14	5	—	19
119	Holywood, Rev. Mr. Halliday's Hall, . . . . .	20	3	—	23
120	Kilkenny, Loretto Convent, . . . . .	20	4	1	34
121	Killarney, Do. . . . .	17	6	3	26
122	Limerick, Town Hall, . . . . .	21	8	1	30
123	Londonderry, Union Hall, . . . . .	18	7	10	35
124	" Do. . . . .	26	15	5	46
125	" Do. . . . .	27	6	1	34
126	Longford, Convent of Mercy, . . . . .	28	1	—	29
127	Macroom, Do. . . . .	15	2	—	17
128	Monaghan, St. Louis' Convent, . . . . .	13	7	1	21
129	Mountmellick, Friends' School, . . . . .	10	13	1	24
130	Mullingar, Annunciation Convent, . . . . .	17	2	1	20
131	Navan, Loretto Convent, . . . . .	31	10	5	46
132	Newry, Ladies' Intermediate School, . . . . .	13	4	2	19
133	Omagh, Loretto Convent, . . . . .	20	4	1	25
134	Portadown, The Academy, . . . . .	20	5	—	25
135	Wexford, Loretto Convent, . . . . .	16	5	1	22
		730	205	60	1,004

## METROPOLITAN CENTRES—BOYS.

141	Blackrock, French College, . . . . .	32	10	6	48
142	" Do. . . . .	32	8	5	45
143	" Do. . . . .	33	9	5	47
144	Castlemock, St. Vincent's College, . . . . .	31	3	3	37
145	" Do. . . . .	32	4	3	39
146	Dublin, Carmelite Seminary, . . . . .	37	4	—	41
147	" St. Vincent's Orphanage, . . . . .	30	—	—	30
148	" Belvedere College, . . . . .	41	2	1	44
149	" Do. . . . .	30	5	5	40
150	" Christa. Sch., N. Richmond-st., . . . . .	30	1	—	31
151	" Do. do. . . . .	40	2	—	42
152	" Do. do. . . . .	37	6	2	45
153	" Do. do. . . . .	35	7	2	44
154	" Do. Synge-street, . . . . .	46	—	—	46
155	" Do. do. . . . .	36	—	—	36
156	" Do. James's-street, . . . . .	45	5	—	50
157	" Do. Francis-street, . . . . .	24	—	—	24
	Forward, . . . . .	628	60	32	720



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TABLE II.—*continued*.—Showing the NUMBER of STUDENTS who presented themselves for examination at the various Centres in 1887.

METROPOLITAN CENTRES—BOYS—*continued*.

No. of Centre.	Centre.	Junior.	Middle.	Senior.	Total.
	Forward, . . . .	628	66	32	726
158	Dublin, Royal University, . . . .	29	13	3	45
159	" Do. . . . .	27	18	2	47
160	" Do. . . . .	30	9	1	40
161	" Do. . . . .	90	9	6	105
162	" Do. . . . .	39	7	—	46
163	" Do. . . . .	39	2	—	41
164	" Do. . . . .	42	7	—	49
165	" Do. . . . .	31	8	10	49
		805	139	54	1,068

METROPOLITAN CENTRES—GIRLS.

171	Dublin, Alexandra College—Gymnasium, . . . .	14	9	4	27
172	" Do. —Jellico Hall, . . . .	19	8	1	28
173	" Ancient Concert Rooms, . . . .	34	1	2	37
174	" Do. . . . .	24	5	3	32
175	" Leinster Lecture Hall, . . . .	28	3	—	31
176	" Molesworth Hall, . . . .	32	2	2	36
177	" Do. . . . .	29	9	1	39
178	" Rotunda, Concert Room, . . . .	32	10	3	45
179	" Do. . . . .	30	8	1	39
		242	55	17	314

SUMMARY.

—	Junior.	Middle.	Senior.	Total.	Centres.	No. of Centres Superintendents.
Boys, . . . .	3,768	612	233	4,613	118	122
Girls, . . . .	972	260	86	1,318	44	46
Total, . . . .	4,740	872	319	5,931	162	168



TABLE IV.—Showing the Days and Hours at which EXAMINATIONS in the several subjects of the PROGRAMME were held in 1887

DAY.	JUNIOR GRADE.		MIDDLE GRADE.		SENIOR GRADE.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
Tuesday, 14th June.	French, Algebra, . . . . . (Interval.) . . . . .	10-1 1-3 3-6	French, Algebra, . . . . . (Interval.) . . . . .	10-1 1-3 3-6	French, Plane Trigonometry, . . . . . (Interval.) . . . . .	10-1 1-3 3-6
Wednesday, 15th June.	English, " . . . . . (Interval.) . . . . .	10-1 1-3 3-6	English, " . . . . . (Interval.) . . . . .	10-1 1-3 3-6	English, " . . . . . (Interval.) . . . . .	10-1 1-3 3-6
Thursday, 16th June.	Euclid, Arithmetic, . . . . . (Interval.) . . . . .	10-1 1-3 3-6	Euclid, Arithmetic, . . . . . (Interval.) . . . . .	10-1 1-3 3-6	Euclid, Algebra and Arithmetic, . . . . . (Interval.) . . . . .	10-1 1-3 3-6
Friday, 17th June.	Drawing, Geometrical and Perspective (on <i>separate</i> Exam. paper) (Interval.) . . . . . Freehand, . . . . . (Interval.) . . . . . Music, . . . . . (Interval.) . . . . .	10-11.30 11.30-12 12-1.30 1.30-3 3-6	Drawing, Geometrical and Perspective (on <i>same</i> Exam. paper) (Interval.) . . . . . Freehand, . . . . . (Interval.) . . . . . Music, . . . . . (Interval.) . . . . .	10-11.30 11.30-12 12-1.30 1.30-3 3-6	Drawing, Geometrical, Object, . . . . . (Interval.) . . . . . Music, . . . . . (Interval.) . . . . .	10-11.30 11.30-1.30 1.30-3 3-6



Saturday, 18th June.	Natural Philosophy, Book-keeping, . . . . (Interval)	10-1 1-3 3-6	Natural Philosophy, . . . . (Interval)	10-1	Natural Philosophy, Elementary Mathematics,†	10-1 1-3 3-6
Monday, 20th June.	Latin, . . . . (Interval)	10-1 1-3 3-6	Latin, . . . . (Interval)	10-1 1-3 3-6	Latin, . . . . (Interval)	10-1 1-3 3-6
Tuesday, 21st June.	No Examination.	—	No Examination.	—	No Examination.	—
Wednesday, 22nd June.	Chemistry, . . . . (Interval)	10-1 1-3 3-6	Chemistry, . . . . (Interval)	10-1 1-3 3-6	Chemistry, . . . . (Interval)	10-1 1-3 3-6
Thursday, 23rd June.	Greek, . . . . (Interval)	10-1 1-3 3-6	Greek, . . . . (Interval)	10-1 1-3 3-6	Greek, . . . . (Interval)	10-1 1-3 3-6
Friday, 24th June.	Latin, . . . . (Interval)	10-1 1-3 3-6	Latin, . . . . (Interval)	10-1 1-3 3-6	Latin, . . . . (Interval)	10-1 1-3 3-6
Saturday, 25th June.	Domestic Economy,* (Interval)	10-1 1-3 3-5	Domestic Economy,* (Interval)	10-1 1-3 3-5	Domestic Economy,* (Interval)	10-1 1-3 3-5

\* Girls only.

† Boys only.



TABLE V.—Showing the number of Students who passed the Examination.

	JUNIOR GRADE.			MIDDLE GRADE.			SENIOR GRADE.			TOTAL.		
	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.
Boys—of the prescribed age, under Rule 6, . . .	3,657	1,982	53.4	579	424	71.9	220	171	77.7	4,456	2,537	56.5
Do., Over age, . . .	81	58	71.5	33	22	66.6	13	9	69.2	127	89	70.1
Total, . . .	3,738	1,990	52.8	612	456	74.5	233	180	77.2	4,613	2,626	56.9
Girls—of the prescribed age, under Rule 6, . . .	984	635	61.0	250	196	78.4	85	78	91.7	1,269	929	73.8
Do., Over age, . . .	8	3	37.5	10	6	60.0	1	1	100	19	10	52.6
Total, . . .	972	638	60.7	260	202	77.7	86	79	91.8	1,318	949	73.6
Gross Total, . . .	4,710	2,678	56.4	872	658	75.4	319	259	81.1	5,931	3,595	60.6



TABLE VI.—Showing the number of Students to whom £40 Prizes and Exhibitions were awarded.

—	Senior Grade, £40.	Middle Grade, £25 a year, tenable for two years.	Junior Grade.		Total.
			£30 a year, tenable for three years.	£15 a year, tenable for three years.	
Boys, . . .	17	43	97	97	254
Girls, . . .	8	20	34	35	97
Gross Total, .	25	63	131	132	351

TABLE VII.—Showing the number of Students to whom Prizes in Books were awarded.

—	First Class Prizes.	Second Class Prizes.	Third Class Prizes.	Total.
<b>Boys:—</b>				
Junior Grade, . . .	46	65	73	184
Middle " . . .	31	43	76	140
Senior " . . .	17	18	25	5
Total, . . .	84	126	174	384
<b>GIRLS:—</b>				
Junior Grade, . . .	17	32	52	101
Middle " . . .	23	17	23	63
Senior " . . .	11	10	9	30
Total, . . .	51	59	84	194
Gross Total, .	135	185	258	578



TABLE VIII.—Showing the number of Students to whom £10 Money Prizes were awarded. (Rule 30A.)

	£10 Prize for Choosen.	£10 Prize for Mathematics.	£10 Prize for English together with a Modern Language	Total.
<b>Boys:—</b>				
Junior Grade, . . .	3	4	2	9
Middle " . . .	—	3	2	5
Senior " . . .	2	4	1	7
Total, . . .	5	11	5	21
<b>Girls:—</b>				
Junior Grade, . . .	—	—	2	2
Middle " . . .	—	2	1	3
Senior " . . .	—	—	1	1
Total, . . .	—	2	4	6
Gross Total, . . .	5	13	9	27

TABLE IX.—Showing the number of Students to whom Prizes in Composition were awarded. (Rule 30B.)

	French.	English.	Latin.	German.	Italian.	Celtic.	Greek.	Total.
<b>Boys:—</b>								
Junior Grade, £2, . .	4	3	3	4	—	3	3	20
Middle " £3, . .	3	5	5	3	3	3	3	25
Senior " £4, . .	3	3	3	3	3	3	3	21
Total, . . .	10	11	11	10	6	9	9	69
<b>Girls:—</b>								
Junior Grade, £2, . .	3	3	3	4	—	—	—	13
Middle " £3, . .	3	3	2	3	2	—	—	13
Senior " £4, . .	3	3	4	3	—	—	—	13
Total, . . .	9	9	9	10	2	—	—	39
Gross Total, . . .	19	20	20	20	8	9	9	106



TABLE X.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors; (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors.



TABLE X.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

## BOYS.

Subjects.																
	Greek.	Latin.	English.	French.	Ger. Lang.	Italian.	Celtic.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Drawing.	Made.	
Junior Grade																
(Of the Prescribed Age).																
Passed with Honors,	141	333	763	593	10	22	62	1,128	165	401	1,219	574	161	390	22	
Passed without Honors,	127	358	1,942	394	20	14	70	1,941	452	1,555	624	683	849	1,255	252	
Failed,	159	737	930	940	37	7	174	1,939	682	1,562	519	785	620	843	622	
Total Examined,	427	1,028	3,635	2,127	76	43	306	3,033	1,299	3,518	2,362	2,047	1,630	2,628	876	
Proportion per cent. who passed with Honors,	33	25.7	21.0	27.8	23.7	51.1	20.2	31	12.7	11.4	4.5	27.7	14.2	15.4	2.5	
Idem, without Honors,	29.8	26.0	53	27.9	27.6	32.5	98.8	34.1	34.8	44.2	23.4	33.7	31	51.2	26.5	
(Over Age).																
Passed with Honors,	5	15	31	27	2	4	.	31	6	6	32	14	9	11	3	
Passed without Honors,	6	26	42	23	1	3	1	34	10	15	15	19	10	16	8	
Failed,	6	25	8	20	1	.	1	13	10	56	23	26	8	9	1	
Total Examined,	17	66	81	70	5	7	2	76	26	77	69	49	28	36	4	
Proportion per cent. who passed with Honors,	29.4	22.7	38.2	51.5	60	57.1	.	39.7	23	7.8	46.3	28.7	32.1	30.5	.	
Idem, without Honors,	35.3	20.4	51.3	22.8	20	42.8	50	43.6	38.4	19.4	21.7	73.1	35.7	44.4	75	



TABLE X.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors—continued.

# BOYS.

## SUBJECTS.

### Middle Grade (Of the Prescribed Age)

Passed with Honors, . . . . .	130	154	139	169	28	16	360	441	241	75	51	62	11
" " without Honors, . . . . .	45	140	396	166	14	12	100	31	153	167	68	155	11
Failed, . . . . .	24	134	67	196	5	3	74	41	133	190	82	91	24
Total Examined, . . . . .	197	410	572	471	45	31	563	563	525	412	201	308	46
Proportion per cent. who passed with Honors, . . . . .	65.9	36.8	34.7	35.6	57.7	51.6	54.2	70.5	45.8	18.2	25.5	20.1	23.9
Ditto, without Honors, . . . . .	21.8	23.4	33.4	22.5	31.1	38.7	25.7	14.5	28.8	35.6	33.0	50.5	23.9

### (Over Age).

Passed with Honors, . . . . .	3	8	7	6	1	1	13	26	7	2	1	1	1
" " without Honors, . . . . .	4	12	20	8	1	1	17	6	8	9	1	7	2
Failed, . . . . .	3	9	6	13	1	1	1	1	11	10	3	3	1
Total Examined, . . . . .	15	29	33	27	2	2	31	32	26	21	6	11	1
Proportion per cent. who passed with Honors, . . . . .	53.3	27.6	21.2	22.2	50	50	41.9	81.2	30.9	9.5	20	9.1	1
Ditto, without Honors, . . . . .	26.6	41.3	60.6	23.6	50	50	54.3	13.7	59.7	42.6	20	63.6	1



TABLE X.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors

Senior Grade (Of the Prescribed Age).											
Grade.	Latin.	English.	French.	German.	Italian.	Collo.	Basilio.	Algebra.	Plane Trigonometry.	Elementary Philosophy.	Classical.
Passed with Honors.	82	81	74	11	15	8	173	77	69	27	9
Passed without Honors.	29	72	41	1	9	23	10	71	60	61	13
Failed.	15	23	37	3	1	1	9	45	50	53	4
Total Examined.	118	177	218	15	24	19	205	193	180	141	10
Proportion per cent. who passed with Honors.	61	46	37	73	62	42	84	39	40	19	29
Ratio, without Honors.	25	40	45	6	37	52	11	56	29	43	40
(Over Age).											
Passed with Honors.	8	4	4	.	.	1	10	2	3	2	1
Passed without Honors.	1	7	4	.	.	.	1	4	3	2	.
Failed.	1	1	4	.	.	.	2	5	4	3	.
Total Examined.	5	10	12	.	.	1	13	11	10	7	1
Proportion per cent. who passed with Honors.	60	50	33	.	100	75	75	18	30	28	100
Ratio, without Honors.	20	70	66	.	.	.	25	35	29	28	75



TABLE X.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

BOYS.

SUMMARY.																	
Total in all Grades (Of the Prescribed Age).																	
Greek.	Latin.	English.	French.	German.	Italian.	Gallo.	Arith- metical.	Book- keep- ing.	Euclid.	Algebra.	Algebra & Arith- metics. <sup>a</sup>	Plane Trigon- ometry. <sup>a</sup>	Natural Philos- ophy. <sup>b</sup>	Chem- istry. <sup>c</sup>	Draw- ing.	Music.	
Passed with Honors, . . .	340	629	1,073	836	55	53	100	1,436	1,015	1,450	77	63	27	638	220	465	85
Passed without Honors, . . .	150	610	2,348	741	36	35	93	1,437	1,039	776	71	50	61	909	437	1,463	247
Failed, . . .	193	834	1,634	1,209	45	10	181	1,843	1,612	932	43	50	53	1,053	710	859	650
Total Examined, . . .	737	2,123	4,435	2,785	136	98	373	4,306	4,296	3,158	193	163	141	2,611	1,276	2,329	982
Proportion per cent. who passed with Honors, . . .	46.1	29.5	24.1	30.1	40.4	54.1	26.0	34.1	23.6	45.6	39.9	40.6	19.1	25.2	16.6	16.1	8.7
Ratio, without Honors, . . .	27.1	23.7	52.7	23.6	25.4	33.7	24.5	33.9	33.7	24.3	34.7	23.5	47.2	34.4	31.7	50.8	23.5
(Over Age).																	
Passed with Honors, . . .	16	26	42	37	4	4	1	44	43	39	2	3	2	16	10	13	3
Passed without Honors, . . .	11	45	70	33	2	4	9	51	53	25	4	3	2	30	14	23	3
Failed, . . .	10	84	15	57	1	1	1	14	53	33	5	4	3	45	13	12	1
Total Examined, . . .	37	105	127	107	7	9	4	109	123	95	11	10	7	29	37	48	4
Proportion per cent. who passed with Honors, . . .	43.2	24.7	33.1	33.9	57.1	44.4	25.0	40.3	34.4	41.1	18.1	39.1	29.5	19.1	27.1	27.1	75.1
Ratio, without Honors, . . .	23.7	43.8	55.1	32.1	23.5	44.4	50.0	46.7	18.1	24.2	39.3	30.1	29.5	33.7	37.0	41.9	75.1

<sup>a</sup> Junior Grade only.

<sup>b</sup> Junior and Middle Grades.

<sup>c</sup> Senior Grade only.



TABLE X.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

## GIRLS.

		Subjects.																
		Greek.	Latin.	Eng- lish.	French.	Ger- man.	Italian.	Cello.	Arith- metics.	Book- keep- ing.	Reck- oning.	Al- gebra.	Natural Philos- ophy.	Chem- istry.	Botany.	Draw- ing.	Music.	Dance- and Rec- reasy.
Junior Grade (Of the Prescribed Age).																		
Passed with Honors,	16	1	320	420	46	19	.	262	18	6	103	5	1	3	31	191	414	
without Honors,	27	2	483	141	37	7	.	374	35	81	99	21	4	23	123	244	359	
Failed,	83	3	171	105	48	18	.	337	13	173	144	51	7	155	187	157	85	
Total Examined,	5	31	933	720	131	37	.	935	156	210	345	77	12	183	331	502	853	
Proportion per cent. who passed with Honors,	19.3	3.2	34.6	58.3	35.1	51.4	.	28.2	11.6	2.9	29.6	6.6	8.4	1.1	6.3	38.2	49.3	
Ratio, without Honors,	38.3	33.3	47.4	19.6	28.4	18.9	.	40.1	35.3	14.0	28.7	27.3	33.3	18.6	37.2	41.2	41.8	
(Over Age).																		
Passed with Honors,	.	.	.	1	.	.	.	1	.	.	1	.	.	.	.	2	4	
without Honors,	.	.	4	2	.	.	.	1	1	.	.	.	.	2	3	4	3	
Failed,	.	.	4	1	1	1	.	5	1	1	.	.	.	2	3	4	3	
Total Examined	.	.	8	5	1	1	.	7	1	1	1	.	.	2	3	6	7	
Proportion per cent. who passed with Honors,	.	.	.	20.	.	.	.	14.3	.	.	100.	.	.	.	.	33.3	.	
Ratio, without Honors,	.	.	50.	66.	.	.	.	14.3	.	.	.	.	.	.	.	.	57.1	



TABLE X.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

## GIRLS.

	Subjects.											
	Classical	Latin	English	French	German	Italian	Calculus	Arithmetic	Algebra	Natural Philosophy	Chemistry	Botany
Passed with Honors,	10	93	68	43	13	1	59	43	30	1	11	92
without Honors,	22	186	44	16	8	.	114	25	29	7	1	63
Failed,	12	19	78	6	5	.	65	19	49	20	1	84
Total Examined,	44	243	210	64	26	1	239	93	118	27	3	119
Proportion per cent. who passed with Honors,	22.7	37.5	41.9	67.2	48.	100.	25.	52.7	25.4	.	53.3	17.5
Ditto, without Honors,	50.	54.8	21.	23.4	32.	.	43.3	26.9	33.	26.	33.3	20.6
(Over Age).												
Passed with Honors,	.	3	1	.	.	.	2	1	1	.	.	1
without Honors,	.	6	1	.	.	.	3	2	1	.	.	1
Failed,	.	1	0	1	.	.	5	.	2	.	.	2
Total Examined,	.	10	9	1	.	.	10	3	5	.	.	4
Proportion per cent. who passed with Honors,	.	30.	.	.	.	.	20.	25.3	.	.	.	25.
Ditto, without Honors,	.	69.	11.	.	.	.	30.	68.6	33.3	.	.	25.



**TABLE X.**—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

# **GIRLS.**

SUBJECTS.																
Senior Grade (Of the Prescribed Age).																
Greek.	Latin.	English.	French.	German.	Italian.	Collic. metric.	Algebra arith- metic.	Euclid.	Plane Trigo- nometry.	Natural Philos- ophy.	Chem- istry.	Bat- tery.	Draw- ing.	Made. the Ex- am.	Dissert- ation.	
Passed with Honors,	9	33	67	11	5	.	6	30	4	.	.	3	3	18	65	
without Honors,	11	43	10	13	.	.	18	10	3	5	.	14	11	21	14	
Failed,	2	4	5	4	1	.	1	4	5	4	.	15	9	7	.	
Total Examined,	22	80	82	28	6	.	35	44	12	9	.	30	23	46	80	
Proportion per cent. who passed with Honors,	40.9	41.7	61.7	45.3	83.3	.	17.1	68.2	33.3	.	.	10	13	39.1	82.5	
Ditto, without Honors,	50	53.6	13.2	46.4	.	.	51.4	22.7	25	55.5	.	46.6	47.6	45.7	17.5	
(Over Age).																
Passed with Honors,	.	.	1	.	.	.	.	.	.	.	.	.	.	.	1	
without Honors,	.	1	.	.	.	.	.	.	.	.	.	.	.	.	.	
Failed,	.	.	.	.	.	.	.	1	.	.	.	1	.	.	.	
Total Examined,	.	1	1	.	.	.	.	1	.	.	.	1	.	.	1	
Proportion per cent. who passed with Honors,	.	.	100	.	.	.	.	.	.	.	.	.	.	.	.	
Ditto, without Honors,	.	100	.	.	.	.	.	.	.	.	.	.	.	.	100	



TABLE X.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

## GIRLS.

SUBJECTS.																		
Total in all Grades (Of the Prescribed Age).																		
Greek.	Latin.	Eng- lish.	French.	Ger- man.	Italian.	Cells.	Arith- met.	Book- keeping.	Recl- d.	Pal- gram.	*Algebra & Arith- metry.	*Plane Trigon- ometry.	Natural Phil- osophy.	Chem- istry.	Draw- ing.	Mus- ic.	Domestic Economy.	
33	453	575	190	39	1	251	18	85	132	6	4	2	17	45	268	629		
9	60	683	153	65	15	471	55	60	11	15	2	35	57	197	530	454		
3	52	194	242	38	34	420	83	196	193	11	5	75	202	230	196	103		
5	147	285	1,012	223	68	1,150	158	347	463	33	12	115	276	473	794	1,166		
23.8	35.6	50.8	44.0	42.5	100	22.3	11.5	24.5	28.5	17.1	38.3	4.4	13.3	6.1	38.7	52.2		
40	40.8	49.2	19.2	29.1	22	14.7	35.2	19	29.8	51.4	25	29.2	33.3	30.6	41.5	30.9		
(Over Age).																		
3	2	2	2	2	2	3	3	1	1	1	1	1	1	1	1	1	1	
21	4	4	4	4	4	4	4	2	2	2	2	2	2	2	2	2	2	
5	5	5	5	5	5	5	5	1	1	1	1	1	1	1	1	1	1	
19	15	15	2	2	2	17	1	5	4	4	4	4	4	4	7	10	18	
15.7	13.8	13.8	1	1	1	17.6	1	20	25	25	25	25	25	25	14.2	39	22.2	
57.9	26.6	26.6	1	1	1	28.5	1	40	28	28	28	28	28	28	14.2	10	59.5	
Ditto, without Honors.																		

\* Senior Grade only.

† Junior and Middle Grades.

‡ Junior Grade only.



TABLE XI.—ACCOUNTS of the BOARD for  
(A) CAPITAL

[illegible]

\* The net liability against this balance is estimated at about £23.



*Report of the Intermediate Education Board for Ireland. xxix*

the year ended 31st December, 1887.

ACCOUNT.

	Securities.	Cash.
	£ s. d.	£ s. d.
Securities sold, viz., New 3 per Cent. Stock, . . . . .	4,000 0 0	4,052 10 0
Balance on 31st December, 1887, . . . . .	1,016,870 16 6	—
£	1,020,870 16 6	4,052 10 0

ACCOUNT.

PAYMENTS.	£ s. d.	£ s. d.
<i>In respect of the year 1886:—</i>		
<i>Administration—</i>		
Stationery, . . . . .	12 17 4	
Incidental Expenses, . . . . .	57 7 9	70 5 1
<i>Examinations—</i>		
Printing and Stationery, . . . . .	11 8 5	
Hire of Rooms, . . . . .	5 0 0	16 8 5
<i>Rewards—</i>		
Book Prizes, . . . . .	86 0 0	
Results Fees, . . . . .	65 2 0	151 2 0
Cost of Audit, . . . . .	—	100 0 0
<i>In respect of the year 1887:—</i>		337 15 6
<i>Administration—</i>		
Permanent Salaries, . . . . .	2,727 13 9	
Writers, . . . . .	489 2 0	
Rent, . . . . .	64 12 4	
Printing and Stationery, . . . . .	61 16 5	
Incidental Expenses, . . . . .	180 4 8	3,629 9 2
<i>Examinations—</i>		
Examiners, . . . . .	3,885 0 0	
Do., Locomotive Expenses, . . . . .	28 13 11	
Centre Superintendents, . . . . .	2,216 0 0	
Do., Locomotive Expenses, . . . . .	311 17 9	
Hire of Rooms, . . . . .	196 9 0	
Printing and Stationery, . . . . .	1,148 14 1	
Petty Expenses, . . . . .	519 9 6	8,366 4 3
<i>Rewards—</i>		
Money Prizes, and a moiety of Exhibitions, awarded in 1887, . . . . .	4,087 10 0	
Retained Exhibitions of 1885 and 1886 (a moiety), . . . . .	7,532 10 0	
Special Money Prizes, . . . . .	386 0 0	
Minor Prizes, . . . . .	1,197 0 3	13,453 0 3
Results Fees, . . . . .	—	11,181 2 0
<i>Miscellaneous—</i>		
Income Tax to be refunded, . . . . .	981 15 5	
Law Costs, . . . . .	40 6 6	1,022 1 11
<i>Balance—</i>		
Cash, . . . . .	525 5 6	
Results Fees, overpaid in 1883 to be refunded by Teachers, . . . . .	1 19 3	527 4 9
£		38,416 17 10

\* Under this are included Advertisements, Postage, Carriage of Parcels, and sundry petty expenses.



TABLE XII.—THE "BURKE MEMORIAL FUND."

ACCOUNT FOR THE YEAR ENDED 31st DECEMBER, 1887.

## CAPITAL ACCOUNT.

Government 3 per cent. Consols,	£1,222 18s. 11d.		Balance on Dec. 31, 1887,	£1,222 18s. 11d.
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## Income Account.

[illegible]



Given under our Common Seal  
this 5th day of April, 1888.

L. S.

Present at Board Meeting when Seal was affixed,

T. J. BELLINGHAM BRADY, JOHN C. MALET,	} <i>Assistant Commissioners.</i>
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NAMES OF THE COMMISSIONERS  
OF  
INTERMEDIATE EDUCATION (IRELAND).

---

Right Hon. J. T. BALL, LL.D., D.C.L., Chairman.  
Right Hon. C. PALLES, LL.D., Lord Chief Baron of the Exchequer  
in Ireland, Vice-Chairman.  
Rev. GEORGE SALMON, D.D., D.C.L., LL.D., F.R.S., Regius Professor  
of Divinity, University of Dublin.  
The Right Hon. the O'CONOR DON, D.L.  
Sir JAMES P. CORRY, Bart., M.P.  
Rev. JACKSON SMYTH, D.D.  
Rev. JOHN EGAN, D.D., LL.D.

ASSISTANT COMMISSIONERS.

T. J. BELLINGHAM BRADY, LL.D.  
JOHN C. MALET, M.A., F.R.S.



# APPENDIX I.

LIST of EXAMINERS prepared by the COMMISSIONERS, pursuant to No. 4 of the Rules of the BOARD, from which a sufficient number will be selected, with the approval of the Lord Lieutenant, to conduct the Examinations in 1887.

## GREEK AND LATIN.

- Armour, Rev. James B., M.A. (R.U.I.)  
 Beare, John I., M.A., 1st Sen. Mod., T.C.D., University Student.  
 Butler, Rev. M. J., B.A., D.D.  
 Davies, John F., M.A. (Dub.), F.R.U.I., Professor of Latin, Queen's College, Galway.  
 Dickie, John, B.A. (Dub.), 1st Sen. Mod., T.C.D.  
 Dougan, T. W. (Cantab.), M.A., Fellow, St. John's College, Cambridge, Professor of Latin, Queen's College, Belfast.  
 Dowdall, Rev. Launcelot D., LL.B. (Dub.), M.A. (Oxon.), 1st Sen. Mod., T.C.D., University Student.  
 Doyle, Robert, B.A. (Dub.), Moderator, T.C.D.  
 Hayes, Rev. Laurence J., D.D., Professor, St. Patrick's College, Thurles.  
 Kelly, Rev. J. J.  
 King, Robert M., B.A. (Dub.), 1st Sen. Mod., T.C.D., Univ. Student.  
 Maguire, Rev. E., Professor of Classics, St. Patrick's College, Maynooth.  
 Maguire, Thomas, LL.D. (Dub.), F.T.C.D.  
 M'Hugh, Alfred, B.A. (Dub.), Ex-Sch., T.C.D.  
 Montgomery, Malcolm, B.A. (Dub.), 1st Sen. Mod., T.C.D., Univ. Student.  
 O'Farrell, Edward, B.A. (Dub.), Mod., T.C.D.  
 O'Neill, Rev. James.  
 Ormsby, Robert, M.A. (Oxon.), F.R.U.I., Ex-Fellow, Trin. Coll., Oxford, Professor of Greek and Latin Literature, Catholic University, Dublin.  
 Palmer, Arthur, M.A. (Dub.), F.T.C.D., Prof. of Latin, Univ. of Dublin.  
 Quinn, M. T., First Classical M.A. (Lond.), Professor of Classics, Univ. College, St. Stephen's-green, Dublin.  
 Ridgeway, William, M.A. (Dub.), Professor of Greek, Queen's College, Cork, Fellow, Gonville and Caius College, Cambridge.  
 Ryan, Rev. Innocent, Professor, St. Patrick's College, Thurles.  
 Roberts, Theodore M., M.A. (Dub.), Sen. Mod., T.C.D.  
 Sandford, Philip George, B.A. (Dub.), Sen. Mod., T.C.D.  
 Starkie, W. J. M., B.A. (Cantab.), First Class, Classical Tripos.  
 Stewart, James, M.A. (Cantab.), F.R.U.I., Professor of Greek and Latin Languages, Catholic University, Dublin.  
 Thompson, D'Arcy W., M.A. (Cantab.), Professor of Greek, Queen's College, Galway.  
 Tyrrell, Robert Y., M.A. (Dub.), F.T.C.D., Professor of Greek, University of Dublin.  
 Wilkins, Aug. S., M.A. (Lond. and Cantab.), Professor of Latin and Comparative Philology, Owens College, Manchester.

## ENGLISH.

- Armstrong, George F., M.A. (Dub.), Professor of History and English Literature, Queen's College, Cork; F.R.U.I.  
 Bailey, William F., B.A. (Dub.), 1st Sen. Mod., T.C.D.  
 Barry, Rev. Louis Aug., LL.D. (Dub.), 1st Sen. Mod., T.C.D.  
 Bestable, C. F., B.A. (Dub.), Professor of Political Economy, University of Dublin.



- Brown, Samuel Lombard, B.A. (R.U.I.)  
 Carmichael, Rev. Frederick F., LL.D. (Dub.)  
 Cherry, Richard R., M.A. (Dub.), Sen. Mod., T.C.D.  
 Cooke, John, B.A. (Dub.)  
 Croly, D., M.A. (R.U.I.), Professor of English Literature, Catholic Training College, Drumcondra.  
 Dixon, G. Y., M.A., T.C.D.  
 Donnellan, Rev. James, St. Patrick's College, Maynooth.  
 Dougherty, Rev. J. B., M.A. (R.U.I.), Professor of Logic, Magee College, Londonderry.  
 Evans, Rev. Henry, D.D. ^  
 Fetherstonhaugh, Godfrey, B.A. (Dub.), 1st Sen. Mod., T.C.D., University Student.  
 Fitzgibbon, Henry M. (Dub.), Senior Mod., T.C.D.  
 Gilliland, W. L., B.A., LL.B. (Dub.), Senior Mod., T.C.D.  
 Gilmartin, Rev. T., St. Patrick's College, Maynooth.  
 Graham, Wm., M.A. (Dub.), Professor of Jurisprudence and Political Economy, Queen's College, Belfast.  
 Keane, A. H., B.A.  
 Kehoe, Daniel, B.A. (Dub.), Senior Mod., T.C.D.  
 Lyster, Thomas W., B.A. (Dub.), 1st Senior Mod., T.C.D., Assistant Librarian, National Library of Ireland.  
 M'Bride, Rev. J. B., B.A. (R.U.I.)  
 M'Donald, Rev. Walter, St. Patrick's College, Maynooth.  
 Nash, Francis Herbert, M.A. (Dub.)  
 Nicolls, Archibald J., LL.B. (Dub.)  
 O'Leary, Rev. Patrick, St. Patrick's College, Maynooth.  
 O'Loan, Rev. Daniel, St. Patrick's College, Maynooth.  
 Owens, Rev. R., St. Patrick's College, Maynooth.  
 Park, John, M.A. (R.U.I.), F.R.U.I., Professor of Logic and Metaphysics, Queen's College, Belfast.  
 Scrutton, Thomas, B.A. (Oxon.)  
 Shaw, James J., M.A. (R.U.I.), Ex-Professor of Political Economy, University of Dublin.  
 Smyth, Rev. J. Patterson, B.A., LL.B. (Dub.), Sen. Mod., T.C.D.  
 Taylor, John F.  
 Willson, Rev. Thomas B., M.A. (Dub.), 1st Sen. Mod., T.C.D.  
 Wright, A. E., B.A. (Dub.), 1st Senior Mod., T.C.D.  
 Yonge, Charles D., M.A. (Oxon.), F.R.U.I., Professor of History and English Literature, Queen's College, Belfast.

## FRENCH

- Amours, F. J., Bachelier-es-Lettres, French Master, Glasgow Academy.  
 Barbier, Paul E. E., Lecturer, French Language and Literature, Univ. Coll., South Wales, Cardiff.  
 Barbier, Georges E., Lecturer in French, The Athenaeum, Glasgow.  
 Boiella, James, B.A. (Paris).  
 Budé, Henri, B. es L. (Univ. Gall.)  
 Cogery, A., Bachelier-es-Lettres (Paris), Examiner in French, Trinity College, London.  
 D'Anquier, Rev. E. C., M.A. (Cantab.), Head Master, South-Eastern College, Ramsgate.  
 D'Anquier, T. C., Senior French Master, Manchester Grammar School.  
 Dardelle, Alexis, University School, London.  
 Esclançon, A., Assistant Examiner in the University of London.



Hogan, Rev. J. F., St. Patrick's College, Maynooth,  
 McWeeny, Edmond J., B.A. (Royal University Ireland).  
 Massé, J. F. P.  
 Oger, V., French Lecturer (Univ. Coll.), Liverpool.  
 Polin, Rev. G., B. es L., F.R.U.I.  
 Vignon, G., B. es Sc., Master of French and German Literature, The  
 Academy, Edinburgh.

## GERMAN.

Buchheim, C. A., PH.D., Prof. of German in King's College London.  
 Fischer, E. L.  
 Meissner, A. L., PH.D., Prof. of Modern Languages, Queen's Coll., Belfast.  
 Oswald, E., M.A., PH.D. (Göttingen), Instructor in German to the  
 Royal Naval College, Greenwich.  
 Schlomka, C., M.A., PH.D.  
 Sells, Albert M., M.A. (Dub.), Sen. Mod. T.C.D., PH.D., Professor of  
 German, University of Dublin.  
 Steinberger, Valentine, M.A., B.U.I., Professor of Modern Languages,  
 Queen's College, Galway.

## ITALIAN.

Farinelli, A., Professor of Italian, University College, London.  
 O'Keefe, Rev. Barth. A., D.D.  
 Ricci, Luigi, Professor, City of London College.

## CELTIC.

Bourke, Rev. Ulick J. (Cadox), P.P.  
 Flannery, T., London.  
 Joyce, Patrick W., LL.D. (Dub.), Professor, National Board of Education.  
 McCarthy, Rev. B., D.D.  
 Molloy, John, B. es L.  
 Murphy, Rev. James E. H., B.A. (Dub.), Ex-Siz., Bedell Sch., T.C.D.

## MATHEMATICS.

Anglin, A. H., M.A. (B.U.I.), B.A. (Cantab.), F.R.S.E.  
 Ball, Robert S., LL.D. (Dub.), F.R.S., Astronomer Royal of Ireland.  
 Bernard, J. H., M.A. (Dub.), F.T.C.D.  
 Boylan, Rev. Andrew, St. Patrick's College, Maynooth.  
 Burnside, Wm. S., M.A. (Dub.), F.T.C.D., Prof. of Mathematics, Univ. of  
 Dublin.  
 Casey, John, LL.D. (Dub.), F.R.S., F.R.U.I., Professor of Higher Mathe-  
 matics, Catholic University College.  
 Coates, W. M., M.A. (Dub.), B.A. (Cantab.), Assistant Examr., Univ.  
 London, Sen. Mod. T.C.D.  
 Crofton, Morgan W., D.Sc. (B.U.I.), F.R.S., F.R.U.I., Professor of Mathe-  
 matics, R. M. Academy, Woolwich.  
 Dawson, H. B., B.A. (Dub.), 1st Sen. Mod., T.C.D.  
 Dowling, E. H. Hughes, Math. Tutor, University College, Stephen's  
 green, Dublin.  
 Graham, Christopher, M.A. (Dub.), B.A. (Cantab.), 1st Sen. Mod., T.C.D.,  
 Fellow, Gonville and Caius College, Cambridge.  
 Graham, Robert, M.A. (Dub.), Sen. Mod., T.C.D.  
 Larmor, Joseph, M.A. (B.U.I.), B.A. (Cantab.), F.R.U.I., Senior Wrangler,  
 Cambridge.



- Lawlor, Rev. H. J., B.A. (Dub.), Sen. Mod., T.C.D., Univ. Student.  
 Leebdy, John R., D.Sc. (R.U.I.), Professor of Mathematics and Natural Philosophy, Magee College, Londonderry.  
 Lennon, Rev. Francis, Professor of Mathematics and Natural Philosophy, St. Patrick's College, Maynooth.  
 Malet, John C., M.A. (Dub.), F.R.S., F.R.U.I., Professor of Mathematics, Queen's College, Cork.  
 McGrath, Jos., B.A. (London), Professor of Mathematics and Physics, Catholic Training College, Drumcondra.  
 O'Dea, Rev. Thomas, Professor, St. Patrick's College, Maynooth.  
 O'Donnell, Rev. Patrick, Professor, St. Patrick's College, Maynooth.  
 O'Sullivan, A. C., M.A. (Dub.), F.T.C.D.  
 Panton, Arthur W., M.A. (Dub.), F.T.C.D.  
 Rambant, Arthur A., B.A. (Dub.), Senior Mod., T.C.D., Assistant Astronomer, Dunsink Observatory.  
 Roberts, William R., M.A. (Dub.), F.T.C.D.  
 Russell, R., B.A. (Dub.), 1st Senior Moderator, T.C.D.  
 Shaw, George F., LL.D. (Dub.), F.T.C.D.  
 Tarleton, Francis A., LL.D. (Dub.), F.T.C.D.  
 Taylor, Rev. John F., M.A., T.C.D., Sen. Fellow, Clare Coll., Cambridge.  
 Traill, Anthony, LL.D., M.D. (Dub.), F.T.C.D.

#### ARITHMETIC AND BOOK-KEEPING.

- Dowd, Rev. James, B.A. (Dub.), Senior Moderator, T.C.D.  
 Ellis, William E., LL.B. (Dub.)  
 Fitzpatrick, S., Professor of Mathematics, Catholic Training College, Drumcondra.  
 Hughes, Rev. William, B.D. (Dub.)  
 Irwin, Rev. Charles K., D.D. (Dub.)  
 Kelleher, Rev. John, C.C.  
 Macbeth, Rev. John, LL.D. (Dub.)  
 McEntive, Alex. Knox, First Clerk, Accountant's Department, Royal Bank of Ireland.  
 O'Brien, Edward T., Accountant, Mining Company of Ireland.  
 Oram, John E., M.E. (R.U.I.), M.A., Ex-Professor of Mathematics, &c., University of Windsor, N.S.  
 Prendergast, P. J., C.E.  
 Spencer, Edward, M.A. (Dub.)  
 Tristram, Rev. John W., B.A. (Dub.), Sen. Mod., T.C.D., Diocesan Inspector and Secretary, Diocesan Board of Education.  
 Whitton, Frederick A., Accountant, Representative Church Body

#### NATURAL PHILOSOPHY.

- Barrett, W. F., F.R.S.E., Professor of Physics, F.R.C.S.E.I.  
 Carroll, Rev. P. J., St. Patrick's College, Maynooth.  
 Coffey, George, B.A. (Dub.), Senior Moderator, T.C.D.  
 Doherty, J. J., LL.D. (Dub.), Senior Moderator, T.C.D.  
 England, John, M.A. (Dub.), Professor of Natural Philosophy, Queen's College, Cork.  
 Fitzgerald, George F., M.A. (Dub.), F.T.C.D.  
 Larmor, Joseph, M.A. (R.U.I.), B.A. (Cantab.)  
 Lyster, Arthur E., B.A. (Dub.), Sen. Mod., T.C.D.  
 Moore, Hugh Keys, B.A. (Dub.), 1st Sen. Mod., T.C.D.  
 Murphy, N. D., B.A. (Dub.), 1st Sen. Mod., T.C.D.



- Roberts, James, B.A. (Dub.), Senior Moderator, T.C.D.  
 Scott, A. W., M.A. (Dub.), Professor of Physical Science, St. David's College, Lampeter, South Wales.  
 Slatter, G. W., A.R.C.Sc., Science Master, The Salt Schools, Shipley, Yorks

## CHEMISTRY.

- Campbell, John, M.B. (Dub.), F.R.U.I., Professor of Chemistry, Catholic University, Dublin.  
 Davy, Edmund W., M.A., M.D. (Dub.)  
 Falkiner, Ninian M., M.B., M.Ch. (Dub.), F.C.S.I.  
 James, John W., Ph.D., Lecturer in Chemistry, Univ. College, South Wales, Cardiff.  
 Letts, Edmund A., Ph.D., F.C.S., Professor of Chemistry, Queen's Coll. Belfast.  
 Maccallan, John, Laboratory, Royal College of Surgeons, Ireland.  
 M'Hugh, Michael, M.B. (Dub.), Senior Mod., T.C.D.  
 Moss, Richard J., F.C.S., F.L.C., Chemist to the Royal Dublin Society, Keeper of the Minerals, Museum of Science and Art, Dublin.  
 Reynolds, James Emerson, M.D. (Dub.), F.R.S., Professor of Chemistry, University of Dublin.  
 Rowney, Thomas H., D.Sc. (R.U.I.), Ph.D., Professor of Chemistry, Queen's College, Galway.

## BOTANY.

- Anderson, R. J., M.A., M.D. (R.U.I.), Professor of Natural History, Queen's College, Galway.  
 Boulger, G. S., F.L.S., F.G.S.  
 Hamilton, Rev. Thomas, M.A. (R.U.I.)  
 Hartog, Marcus M., M.A., D.Sc., F.L.S., Professor of Natural History, Queen's College, Cork.  
 Melville, Alex. G., M.D. (Edin.), M.R.C.S.E., Ex-Professor of Natural History, Queen's College, Galway.  
 Pim, Greenwood, M.A. (Dub.), Sen. Mod., T.C.D.  
 Sigerson, George, M.D., M.Ch. (R.U.I.)  
 Wilson, Andrew, Ph.D., F.R.S.E., F.L.S.  
 Wright, Edward Percival, M.D. (Dub.), Professor of Botany, University of Dublin.

## DRAWING.

- Atkinson, George M., Examiner, Science and Art Department, South Kensington.  
 Bowler, H. A., Inspector and Assist. Director, Art Division, Science and Art Department, South Kensington.  
 Carroll, John, Art Master, Hammersmith Training College.  
 Harris, Robert, Art Master, St. Paul's School, London.  
 Jackson, Joshua, Art Master, Manchester Grammar School.  
 Langman, A. W. F., Head Master, Southampton School of Art.  
 Lindsay, Thomas M., Drawing Master, Rugby School.  
 Townsend, Edward, M.A. (Dub.), D.Sc. (R.U.I.), Professor of Engineering, Queen's College, Galway.  
 Winter, J. A., London.

## THEORY OF MUSIC.

- Allison, H., Mus.D. (Dub.)  
 Croft, Hamilton.



Garrett, George, MUS.D., M.A. (Cantab.)  
 Gater, William H., B.A., MUS.D. (Dub.)  
 Gick, Thomas, MUS.D. (Dublin).  
 Goodwin, W. G.  
 Hoffmann, F.  
 Houghton, Edward.  
 Jozé, T. R. G., MUS.D. (Dub.)  
 Kerbusch, L., MUS.D. (Dub.)  
 Malone, Robert, MUS. D. (Dub.)  
 Marks, J. Chr., MUS.D. (Oxon.)  
 Marks, T. Osborne, MUS.D.  
 Rogers, Brendan J.  
 Smith, Joseph, MUS.D. (Dub.)  
 Taylor, Charlotte M., MUS.B. (R.U.L.)

#### DOMESTIC ECONOMY.

Barlow, Jane.  
 Barrington-Ward, M. J., M.A. (Oxon.), H.M. Inspector of Schools.  
 Capra, Florence M.  
 Gallsber, Frances M.  
 Harrison, W. Jerome, Science Demonstrator, Birmingham School Board, &c.



APPENDIX II.

LIST OF EXAMINERS

SELECTED, WITH THE APPROVAL OF THE LORD LIEUTENANT, TO  
CONDUCT THE EXAMINATIONS IN 1887.

GREEK AND LATIN.

ARMOUR, Rev. Jas. B., M.A. (R.U.I.)  
Beare, John L., M.A., F.T.C.D.  
Kelly, Rev. J. J.  
Maguire, Rev. E., Professor of Classics, St. Patrick's College, Maynooth.  
Palmer, Arthur, M.A. (Dub.), F.T.C.D., Professor of Latin, Univ. of Dublin.  
Starkie, W. J. M., B.A. (Cantab.), First Class, Classical Tripos.

ENGLISH.

Bailey, William F., B.A. (Dub.), 1st Sen. Mod., T.C.D.  
Bastable, C. F., B.A. (Dub.), Professor of Political Economy, Univ. of Dublin.  
Cherry, Richard B., M.A. (Dub.), Sen. Mod., T.C.D.  
Croly, D., M.A. (R.U.I.), Professor of English Literature, Catholic Training College, Drumcondra.  
Donnellan, Rev. James, St. Patrick's College, Maynooth.  
Gilmartin, Rev. T., St. Patrick's College, Maynooth.  
McBride, Rev. J. B., B.A. (R.U.I.)  
Nash, Francis Herbert, M.A. (Dub.)  
Owens, Rev. R., St. Patrick's College, Maynooth.  
Park, John, M.A. (R.U.I.), F.R.U.I., Professor of Logic and Metaphysics, Queen's College, Belfast.  
Scrutton, Thomas, B.A. (Oxon.)

FRENCH.

Amours, F. J., B. es. L., French Master, Glasgow Academy.  
Barbier, Georges E., Lecturer in French, The Athenæum, Glasgow.  
Oger, V., French Lecturer, Univ. Coll., Liverpool.  
Vignon, G., B. es. sc., Master of the French and German Languages and Literatures, The Academy, Edinburgh.

GERMAN.

Selas, Albert M., M.A. (Dub.), Sen. Mod., T.C.D., PH.D., Professor of German, University of Dublin.

ITALIAN.

Farinelli, A., Professor of Italian, University College, London.

CELTIC.

McCarthy, Rev. B. D.D.



## MATHEMATICS.

- Boylan, Rev. Andrew, St. Patrick's College, Maynooth.  
 Casey, John, LL.D. (Dub.), F.R.S., F.R.U.I., Professor of Higher Mathematics, Catholic University College.  
 Lawlor, Rev. H. J., B.A. (Dub.), Sen. Mod., T.C.D., Univ. Student.  
 O'Dea, Rev. Thomas, Professor, St. Patrick's College, Maynooth.  
 O'Donnell, Rev. Patrick, D.D., Professor, St. Patrick's College, Maynooth.  
 O'Sullivan, A. C., M.A. (Dub.), F.T.C.D.  
 Panton, Arthur W., M.A. (Dub.), F.T.C.D.  
 Roberts, William R., M.A. (Dub.), F.T.C.D.  
 Russell, R., M.A. (Dub.), First Sen. Mod., T.C.D.

## ARITHMETIC AND BOOK-KEEPING.

- Fitzpatrick, S., Professor of Mathematics, Catholic Training College, Drumcondra.  
 Kelleher, Rev. John, C.C.  
 McEntire, Alexander Knox, Official Assignee of Court of Bankruptcy, Ireland.  
 O'Brien, Edward T., Accountant, Mining Company of Ireland.

## NATURAL PHILOSOPHY.

- Barrett, W. F., F.R.S.E., Professor of Physics, R.C.Sc.L.  
 Carroll, Rev. P. J.  
 McGrath, Jos., B.A. (Lond.), Professor of Mathematics and Physics, Catholic Training College, Drumcondra.

## CHEMISTRY.

- McHugh, Michael, M.A. (Dub.), Senior Mod., T.C.D.  
 Moss, Richard J., F.C.S., F.I.C.

## BOTANY.

- Wright, Ed. Perceval, M.D. (Dub.), Professor of Botany, University of Dublin.

## DRAWING.

- Atkinson, George M., Examiner, Science and Art Department, South Kensington.  
 Bowler, H. A., Inspector, and Assist. Director, Art Division, Science and Art Department, South Kensington.  
 Carroll, John, Art Master, Hammersmith Training College.  
 Lindsay, Thomas M., Drawing Master, Rugby School.

## THEORY OF MUSIC.

- Croft, Hamilton.  
 Marks, T. Osborne, MUS. D.

## DOMESTIC ECONOMY.

- Gallagher, Frances M



## APPENDIX III.

EXTRACTS FROM THE REPORTS OF THE  
EXAMINERS, 1887.

## GREEK.

## SENIOR GRADE.—1st Paper.

## Report of JOHN I. BEARE, Esq.

Though the candidates generally obtained high marks in grammar yet in a large percentage of cases they showed some by no means unimportant weaknesses. For example, few, even among the best of them, could write down without an error all the cases of the words set for declension; besides this, they were very uncertain as to the syntax of imperatival expressions.

Accentuation, except by a small number of candidates, was poorly done.

The Greek prose was creditably written by about 10 per cent. of the candidates, the rest showing much less proficiency in Greek than in Latin Composition.

The style of translation into English was good, but the translation itself was in too many cases more or less inaccurate.

## Report of Rev. E. MAGUIRE.

## SENIOR GRADE.—SECOND PAPER.

A noteworthy and pleasing feature in the Answer Books on this Paper, was the intelligent and fairly successful attempt made by most of the candidates to translate the passages from books not prescribed by the Board. This fact proves conclusively that it has not been the practice of Intermediate teachers, generally speaking, to confine their pupils within the strict limits marked out in the programme.

The shorter extracts from the *Hecuba* were not, on the whole, very satisfactorily explained. Greater attention should be given by Senior Boys to leading difficulties and to striking references. Of course the memory should not be over-weighted with useless details, but the passages in question contain allusions to well-known events or places. The high marks awarded, however, are the best evidence that the answers were regarded as eminently good all round.

## MIDDLE GRADE.—1st Paper.

## Report of JOHN I. BEARE, Esq.

Of the Middle as well as of the Senior Grade it may be said that some amount of inaccuracy was observable in even the best of the grammar answering.

The translation of English sentences into Greek was, on the whole, satisfactory. The uses of ἀν and μή εἰ, however, were imperfectly understood.

Translation from Homer was of more than ordinary merit, style and sense being alike in this respect.

In the recitation of Homeric metre the candidates were rarely at fault, even when their comments upon the metre were erroneous.



**MIDDLE GRADE.—SECOND PAPER.**

The portion of this Paper in which the candidates displayed the greatest proficiency was the History. The translation, also, both of the continuous passage and of the shorter extracts from the Hellenica, was very satisfactory. So much could not, however, be said for the rendering of the passages from unprescribed works. The prose selection was correctly translated by few, the passage from Homer by hardly any. This defect is natural; it requires a fair vocabulary and a pretty familiar acquaintance with Epic forms to enable a boy to translate at sight an Homeric passage of even moderate difficulty. The large amount of marks offered by the Board for the accurate rendering of unseen extracts, ought to be, one would think, a sufficient stimulus to teachers to oblige their pupils to read intelligently the works prescribed, and to extend their acquaintance with the authors. However, a very small percentage, indeed, of the candidates failed to secure a pass on this Paper.

**JUNIOR GRADE.—FIRST PAPER.**

There is little to complain of in reference to the answering of the Grammar questions. It is evident that very special attention was devoted by nearly all the candidates to that department of their studies. Greater neatness and closer adherence to the correct formation of the Greek characters, especially final letters, might be insisted on by teachers with immense advantage.

The passages selected for translation from Lucian, though apparently not difficult, were not even attempted by a surprisingly large number of the candidates. Many, who answered the Grammar questions and rendered the sentences to be translated into Greek, with great accuracy and intelligence, stopped there. They had obviously not read Lucian at all. It is a healthy sign of the general character of the teaching in Intermediate schools, that so very few candidates failed in Greek Grammar.

**JUNIOR GRADE.—2nd Paper.**

Report of JOHN I. BEARE, Esq.

The translation from the prescribed portion of Xenophon was done very creditably by the Junior Grade candidates.

The notes, however, written by them as required upon sentences containing some grammatical points were seldom of any value, being often no more than a re-statement of the translation.

A greater number than was expected did the unprescribed translation excellently, many obtaining full marks.

History seemed to have been carefully studied. The questions in this subject were generally answered with fullness and accuracy.

**LATIN.****SENIOR GRADE.—1st Paper.**

Report of JOHN I. BEARE, Esq.

The answering in Latin Grammar was good. The translation from the prescribed Latin author cannot be so described. The English version was bald and unidiomatic, and slips as to the meaning were frequent.



Of the Latin Prose compositions it may be said, that while some evinced high excellence, most were up to average merit.

Our account of the attempts at Latin verse must be very different. Absolute merit was entirely absent from these. The few candidates who tried verse were almost all incapable of reconciling metre with grammar. The most favourable view to be presented of the verses is, that though none were good, yet some disclosed a certain amount of promise. From this point of view they were examined and marked.

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Report of Rev. E. MAGUIRE.

SENIOR GRADE.—SECOND PAPER.

The number of candidates who failed to score 25 per cent. of the marks assigned to this Paper was very inconsiderable indeed, while a very large proportion of them received over 50 per cent. Only on two points could any improvement be reasonably expected. Hardly any answer-book reflected a thorough mastery of the doctrine of the Subjunctive Mood; and, again, the rendering of two or three well-known extracts from Horace, showed, in many cases, that the writers had used inferior editions of the work, and were not conversant with the explanations adopted by the most eminent scholars. In other respects the answering was uniformly good.

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Report of ARTHUR PALMER, Esq.

MIDDLE GRADE.—1st PAPER.

In the Examination of the Middle Grade in Latin in 1887, I found the candidates, as a rule, very well prepared in Grammar. In Latin Prose Composition, the answering was fair, in many cases very good. I thought there was a perceptible improvement in the Composition of Latin Verse since I last examined (1884). No other special features presented themselves calling for remark.

I think it is to be regretted that Latin Grammars with novel arrangements of the order of the cases are used by many students. The old arrangement is that uniformly adopted by the ancient grammarians, and deviation from it only tends to produce confusion, as it is unlikely that the new arrangements will be at all generally adopted.

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MIDDLE GRADE.—SECOND PAPER.

Report of W. J. M. STARKIE, Esq.

In the Middle Grade, the prepared passages from Virgil were, on the whole, satisfactorily rendered; but the minor points were almost invariably missed. Judging from the similarity of style in the renderings of all the candidates, I imagine that they must have been drawn from some common source, probably from Boyd's edition of Anthon's Virgil; I think it would be well that masters should remember, that, since the publication of Conington's edition, Anthonian renderings and explanations are obviously out of date. In many cases a strange ignorance of the subject-matter of *Aeneid* II. was shown. The unprepared passages were well rendered. Many candidates, however, had their marks greatly lowered on account of such blunders as "litus," "broad." The answering in history was satisfactory.



## JUNIOR GRADE—1st PAPER.

Report of Rev. J. J. KELLY and A. PALMER, Esq., M.A.

We beg to report that we found the Junior Grade, as a rule, carefully prepared in Latin, and comparing our experience with that of former years, are of opinion that the teaching of the schools which send in pupils for these examinations is improving.

The answering in Grammar and Parsing was good; and so was the rendering of the passages set out for translation. In Latin Composition we are glad to observe that a larger percentage obtained marks than when we last examined; and although we cannot say that the composition of the candidates was, as a rule, satisfactory, yet we believe a certain degree of improvement has been attained. The rule which requires a certain standard of marks in Composition joined with Grammar, both for Pass and Honours, seems to us an excellent one, and to be producing satisfactory results. Still much remains to be done by teachers in this important subject.

## JUNIOR GRADE—SECOND PAPER.

Report of Rev. J. B. ARMOUR, and W. J. M. STANNIE, Esq.

A considerable number of the candidates made no serious attempt at answering any part of the paper. Their presence at the examination seems to have been a matter of form. The others as a whole did well. Very many of the papers were exceedingly well done. The prepared passages were by some brilliantly rendered, but a portion of the candidates entirely failed to extract any sense out of the Latin. The unprescribed passage for translation was attempted by the majority of those who attempted any part of the paper, and was translated in a way which proves that Latin is carefully taught in the schools. The papers afford abundant evidence that the system of cramming for examination is being discredited—a very hopeful sign for the future. The answering in history was very unequal; a strange ignorance of dates was shown by many candidates. However, in many cases, the questions were answered in a style that was admirable, considering the age of the candidates.

## ENGLISH.

SENIOR GRADE (BOYS AND GIRLS), FIRST PAPER; and MIDDLE GRADE, (BOYS AND GIRLS), SECOND PAPER.

Report of DANIEL CROLY, Esq.

I examined 232 boys and 85 girls of the Senior Grade in English Composition, Grammar, and Bacon's Essays; and 611 boys and 258 girls of the Middle Grade in Gray's "Elegy," "Bard," and "Progress of Poesy," Coleridge's "Ancient Mariner," Outlines of English Literature, English and Irish History, and Geography.

In the Senior Grade the general impression left upon my mind by the English Compositions was, that they did not show such an improvement on the Junior Grade ones of 1884 and 1885, when I previously examined, as might be naturally expected, and I am inclined to believe that a large



number of students neglect the practice of composition after they have succeeded in obtaining a pass in the Junior Grade. Some of the compositions, however, were very good, and a satisfactory proportion very fair. The candidates who selected as their subject "The Career of Marlborough," showed a very creditable acquaintance with that general's military exploits. Some good essays on "Dreams" were marred by childish personal anecdotes. Only a few did well on the third subject—"Reading maketh a full man, conference a ready man, and writing an exact man," the prevailing opinion seeming to be that by "writing" Bacon meant excellence in penmanship.

In Grammar the passages for analysis were exceedingly well done, and it is satisfactory to find that such a valuable exercise is well taught in our schools. In many cases where the tabular system was adopted the form was not all that could be desired, but it is not easy to draw up a good form in the hurry of an examination. The answering in the other grammatical questions calls for some comment. There seems to be a pretty general ignorance of the meaning of the term "inflection," and I was extremely surprised at the small number of candidates who told the history of the use of the prefix "to" as a sign of the infinitive mood. In answering the question on the changes effected in the English language by the Norman Conquest many candidates neglected to illustrate their answers by examples.

The questions on Bacon's Essays were, when answered at all, well answered, and the candidates had evidently thoroughly prepared the text.

In the Middle Grade I regret that I cannot speak favourably of the answering in Gray's "Elegy," "Bard," and "Progress of Poesy." It is quite evident that, while much attention was given to committing the poems to memory, very little was devoted to mastering the meaning. The correct answering to the questions on Coleridge's "Ancient Mariner," which depended entirely on the memory, confirms me in this opinion. The Outlines of English Literature were evidently carefully prepared. The history was also well known, and I was pleased to note the pretty general absence of gross anachronisms.

In Geography the attempts at filling up an outline map of Italy were simply ludicrous, and it would seem that this important branch of the subject is altogether neglected by the great majority of the candidates. The other questions in Geography, which were of a very easy character, were answered fairly well by the boys, and very badly, as a rule, by the girls.

The handwriting, spelling, and general form displayed in the Senior Grade were, on the whole, good, though some of the very best candidates were, I regret to say, deficient in neatness. The girls, too, in both Senior and Middle Grades, would do well to study greater conciseness in their answers. There is great room for improvement in the handwriting of the Middle Grade candidates, and this remark applies especially to the girls.

In conclusion, although I have been compelled to find fault in some instances, I can say with confidence that the answering of the Senior and Middle Grade candidates, both boys and girls, was very satisfactory, and gave every evidence of honest study, and of sound careful teaching.



SENIOR GRADE (BOYS AND GIRLS).—SECOND PAPER. MIDDLE GRADE  
(BOYS AND GIRLS).—FIRST PAPER.

In the Senior Grade both boys and girls answered very well on *The Merchant of Venice*, quoting several instances of playing upon words, the required passages, and their contexts; their explanations were rather superficial, and often missed the point:—in History the main defect was an imperfect sense of the relative importance of events; otherwise there was abundant evidence of close and accurate preparation, especially of the outlines of Irish History:—the political geography had been thoroughly mastered by the large majority:—the papers on Physical Geography and English Literature gave me less satisfaction. There were very few wild or foolish answers, such as that amongst the unfortunate British commanders of the eighteenth century were Wellington and Napoleon, that the Treaty of Utrecht bound William III. and all the European sovereigns to break the power of Buonaparte; that the hot moist climate of Bengal is due to the Ganges, and that Byron's *Cain* is our first great ideal poem; many held, however, that Nelson and Wolfe were unfortunate, because they fell at the moment of victory.

The essays of the Middle Grade candidates reached a high level of uniform goodness: only 11 out of 869 were absolutely rejected; and many were really promising, were written with spirit and intelligence, and very considerable force of expression, and were such as to catch and fairly hold the reader's interest. The prize compositions did not, as a rule, stand out so conspicuously as one could wish; but they were, I think, quite as good as those I read in 1885. The answering in Grammar was creditable, and, I believe, rather above the former level, though the analyses were too often mechanical, and frequently omitted the essential elements. I have no doubt but that several candidates from undue anxiety to secure a pass in composition left too little time for the rest of the work.

Goldsmith's *Essays* had been carefully and intelligently read, and there were very few ineptitudes, misconceptions, or attempts at wit.

I would remark, in conclusion, that the papers of this year seem to furnish strong evidence of general industry and intelligence on the part of most of the candidates, and of a real and fairly sustained advance in education in English.

JUNIOR GRADE (BOYS).—1st PAPER.

Report of WM. F. BAILEY, Esq.; C. F. BASTABLE, Esq.; RD. R.  
CHERRY, Esq.; and THOS. SCRATTON, Esq.

The Handwriting, though better than that of last year, still leaves much to be desired, particularly when we consider that good Handwriting is of so much importance in every branch of the public service.

In Spelling, even after making due allowance for the age of the boys, we observed a good deal of negligence; and Punctuation was generally absent or misapplied.

In what they wrote in their own words, the candidates showed a fair knowledge of Grammar, but the Parsing was neither clear nor consis-



tent, the same part of speech being often called by different names in the same paper, and the point of the question often entirely mistaken.

The text of the Classic (Scott's *Lord of the Isles*) seemed to have been fairly prepared, but the allusions were but poorly explained; while some candidates seem to have calculated on some particular passages, as likely to form the subject of questions, and to have entirely neglected the rest of the poem.

The Compositions in some instances exhibited real merit both in *matter* and *style*; but very often the real subject was ignored, or so deviated from that "What I saw in a country walk," became an adventure with a mad bull, or a case of death by drowning, or even a general description of the four seasons. Composition, as an art or science, and particularly the structure of sentences seems to be neglected in the teaching of the pupils.

Considerable inconvenience arises when, as very commonly happens, the candidates do not number their answers, place them in confused order, or even insert one or more answers between the parts of another answer. Perhaps a caution on this subject might be, with advantage, printed on the envelope; the practice not only gives trouble to Examiners, but tends on the part of the candidates, to foster the growth of careless habits.

Report of Rev. T. GILMARTIN, Rev. J. DONNELLAN, Rev. J. B. M'BRIDE, B.A.

#### JUNIOR GRADE (Boys).—2nd PAPER.

We are glad to be able to state that the answering of the boys in the Junior Grade—2nd English paper—was generally very satisfactory. In some respects it was better than the answering in the same subjects last year.

(a). The proportion of students who got "Honour" marks was much greater this year than last year.

(b). The knowledge of the Life and Voyages of Columbus was very much more general than that shown last year of the Life of Napoleon.

(c). The spelling was generally very creditable, though the spelling of the names of places—to which we called attention in our report of last year—has not been much improved. The most common mistake which we met was *the* for *they*, and this mistake was found in many papers that were otherwise of a high order of merit.

(d). The mistakes in Grammar were not numerous and only in a few exceptional cases were they very notable.

We should wish to direct attention to the following points:—

*Firstly.*—Though nearly all the boys whose papers we have examined gave evidence of having read the Life and Voyages of Columbus, they did not show that accurate knowledge of it which could be reasonably expected from them. For instance, very few—not more than five per cent.—gave satisfactory answers to questions 3, 4, and 5, though they were such as should be answered by the large majority of those who read the Life and Voyages of Columbus with attention.

*Secondly.*—Many students do not attend to the terms of the questions proposed, but answer a totally different question which they suppose to have been given. Such was remarkably the case in the answers given to question No. 5.



*Thirdly.*—A large number of students appear to think that the merit of an answer depends on the amount written, whether what they have written be an answer to the question proposed or not. In their anxiety to introduce subjects that are quite irrelevant to the question given, very many forget the principal points of the answer, and thus lose many of the marks which they should otherwise get. They forget that examiners will not give credit for any knowledge shown that cannot be construed as an answer to the question which they have given.

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Report of FRANCIS H. NASH.

JUNIOR GRADE—(GIRLS)—1st PAPER.

I found the handwriting very creditable—in not a few cases excellent. I saw nothing to suggest a suspicion of copying. Under the head of Orthography I have to remark the almost universal neglect of punctuation, the absence of capital letters where they ought to appear, and what I think is a liberty, the use of "&" instead of "and." These three things I did not think it fair to notice in giving the marks, as they were almost universal, and evidently the result of defective teaching. If punctuation had been taught at all, I should have remarked the errors in it, rather than its absence.

Among the compositions were many highly creditable, besides the three which I selected as the best.

The answering in Grammar would have been much better, were it not for the variety of Grammars in use, their mutual contradictions, and overloaded terminology. These Grammars generally seem to treat "to indicate," and "to qualify," as convertible terms. What some call, rightly, the definite article, others call "a distinguishing adjective qualifying the noun." Great differences exist as to what are pronouns; but as to the parts of verbs, the confusion is chaotic. Knowing this character of the Grammars in use, I thought it my duty to take so much the greater pains in favour of the candidates who laboured under such disadvantages, and if possible, to extricate their meaning from the faulty and inconsistent phraseology which they had been taught.

No other modern language suffers from such a variety of conflicting Grammars. I should say that a great advance might be made in this matter, by the gradual introduction of *one Grammar*, simple, brief, and correct, and free from idle and illogical distinctions and misapplied terms.

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Report of REV. RICHARD OWENS.

JUNIOR GRADE—(GIRLS)—2nd PAPER.

I have much pleasure in stating that the answering was, for the most part, very satisfactory, and displayed in many instances an intelligence and a maturity of judgment that one hardly expected to find in students of the junior grade.

The feature in the examinations that most of all attracted my attention, and which seems specially deserving of notice, was the remarkable accuracy and fulness with which a large proportion of the students gave their answers, not in the set form of words of a text-book, but in neat elegant sentences of their own composition.

This result, creditable as well to the teachers as the taught, must prove



very gratifying to all who have really at heart the educational interests of the country and who wish to see the baneful system of cramming banished entirely from our public schools.

The mistakes in spelling and grammar were with few exceptions of an ordinary character, and such only as may always be expected in compositions written in haste and under the influence of excitement.

The paper without being too difficult seems to have been a sufficient test of the abilities and acquirements of the students; for while no one succeeded in scoring the maximum of marks assigned to it, there was not one of the eighteen questions that was not fully answered by several students.

## FRENCH.

Report of F. J. AMOUES, Esq.

SENIOR GRADE.—(BOYS.) MIDDLE GRADE.—(BOYS AND GIRLS.)

So far as a comparison can be made, the failures are more numerous than last year, and the results are slightly lower in every way.

I must leave this increase of failures unexplained, as I do not think it is due to the greater difficulty of the paper.

I have paid special attention to one point, the most important one, Composition, and I find that a fourth of the candidates have done very well, that is, have reached fifty per cent. of the marks given for that subject. Now, I am of opinion that a good many of the remaining three-fourths might also have obtained a very fair number of marks if they had devoted more time and thought to their work. The majority of the papers seem to have been written in a race against time, or as if the pupils had been anxious to leave the examination-room as soon as possible. These remarks apply mostly to the Middle Grade, and I do not think that the length of the paper demanded such hurry. It is true that in many cases much time was wasted over some of the grammatical questions, five or six pages being filled with one answer, when a dozen lines would have been ample. I would, therefore, advise future candidates to accustom themselves to answer questions concisely and accurately, and to bear in mind that two or three lines of French written slowly and thoughtfully will bring them more marks than half a page dashed off without the least attention being paid to concord or spelling.

Report of Messrs. G. E. BARBIER and G. VIGNON.

JUNIOR GRADE (BOYS).

The general impression left on our minds is of a very satisfactory kind. The average attained was decidedly high, and the papers, generally speaking, gave evidence both of the intelligence of the students and the careful manner in which they had been prepared. The English was correct and idiomatic, and some improvement was noticeable in this respect. It will be seen that, on the whole, the students who have passed have done justice to themselves in almost every part of the work set, a fact we consider very gratifying; a reservation, however, must be made here respecting question 2 in grammar. Very few students answered correctly that part of the question relating to the verbs *devoir*, *jeter*,

D



*prendre, venir, and vouloir*, and we think that it is reasonable to expect from juniors a correct knowledge of the most important irregular verbs.

The majority of the students had conscientiously prepared *Télémaque* and *Le Tailleur de Pierres* and the translation of the unseen passage was very creditably done.

There is an improvement in the composition; in some instances it was altogether remarkable. In about 100 papers the writing was slovenly, and in about the same number of cases the answers were not properly numbered, or not numbered at all.

It is the opinion of one of the examiners who has read the Junior papers for six years—at different times—that this year's work is the most satisfactory that has passed through his hands.

#### Report of VICTOR OGER, Esq.

##### SENIOR GRADE.—(GIRLS.)

The number of papers examined was 83, and the work presented was generally of very good quality, only 5 candidates failing to pass, 10 gaining a Pass, and 68 (or nearly 82 per cent.) obtaining Honours, with marks proportionately equal to those above mentioned for the Junior papers.

The work of the Senior Girls bore internal evidence of attention being directed, in their study of French, to the colloquial use of the language, a practice very much to be commended, but the permanent value of which is liable to be exaggerated unless associated with the systematic study of Grammar, for instance, very few indeed, even amongst the best papers, showed a knowledge of the syntax of such verbs as *mettre* and *plaire*, or of the principle governing the change of meaning of French adjectives according as they are placed before or after the noun, and the amount of reading done, even in the "prepared" books, had evidently been insufficient to guide the pupil's taste in rendering either French into fluent English, or English into idiomatic French, the result being in many instances an almost equal absence of ground for praise and for blame, the work of the candidates indicating, however, that under judicious training, many of them were capable of achieving more than such negative distinction.

The handwriting and neatness of the great majority of the papers deserved very high praise.

##### JUNIOR GRADE.—(GIRLS.)

The average of the work presented was very satisfactory, the great majority of the 727 candidates examined showing, in well ordered and neatly-written answers, evidence of good training in Elementary Grammar, and of a sound preparation of the books read, with in many cases a sensible and fairly accurate rendering of the "unseen" passage from a modern French author. The papers which were really good throughout, and obtained upwards of 70 per cent. marks, formed by no means a small proportion of the whole number (about 10 per cent.), and a special mention should be made of the excellence of the work presented by the candidates to whom were awarded the Prizes for French Composition, the first paper obtaining 93 per cent., the second almost equal to it, and the third 87 per cent., while about thirty other papers gained from 80 to 86 per cent.



The weak points were:—I. The detached idiomatic French sentences which were seldom well understood. II. The conjugation of the compound tenses of reflexive verbs, in which more practice is evidently required. III. The French Composition, which often showed a want of understanding rather than ignorance of the rules, words following words without any clear perception of their relation to each other, for instance, dates, references to the weather and the time of day, being generally incorrect, and prepositions seldom rightly used. On the whole, however, the candidates showed great interest in their work, very few questions being left unanswered, and the number of failures did not exceed 22 per cent., while 20 per cent. obtained a Pass, and about 58 per cent. gained Honours.

## GERMAN.

Report of ALBERT M. SELLS, M.A., Ph.D.

### ALL GRADES.—(BOYS AND GIRLS.)

The examination in German has this year led to satisfactory results. The number of candidates is, as I understand, greater than it has been of late; and the style of the answers which I have received to my questions is also good, more especially among the girls of the middle grade.

Owing to the judicious rule, which makes Grammar and Composition to be of primary importance, candidates now give more attention to these two subjects than they did in former years. If, nevertheless, candidates still fail in Composition chiefly, it is not from any wilful neglect of this portion of their business, but from their not having been able to advance beyond the initial stage of knowledge in German in general. At all events, I could discover only four instances of candidates who were able to score well in translation from German, without having answered the requisite minimum in Grammar and Composition.

## ITALIAN.—ALL GRADES (BOYS AND GIRLS).

Report of Professor A. FARNELL.

As Examiner in Italian I beg to state that the result has been satisfactory. I have found that all Grades are in general pretty well acquainted with the Italian Grammar, but with regard to the translation into Italian, the result has not been as gratifying as might be expected, particularly in the Junior Grade, which has totally failed in this respect. The other two Grades have of course succeeded better in the order of their superiority. However, I would strongly recommend to all Grades a greater attention to the translation of English into Italian. As for the translation of the different Italian texts, many good results have been attained in all Grades as can be seen from the marks. The boys have in general surpassed the girls, but the few Senior Grade girls have not been inferior to the boys of the same Grade.



## CELTIC.—ALL GRADES.

Report of Rev. B. MACCARTHY, D.D.

In Senior Grade, the papers were inferior, revealing the absence of adequate preparation. In Grammar, for instance, Question 4 was generally passed over; whilst only one candidate answered it correctly. Yet, of its three items, the first and third occur in question 9 B; the second is pointed out in a note in the text-book of Keating.

In Textual Study, Question 10 was attempted by very few. This is inexcusable. In the text-book attention is directed to the first part at p. iv., and a synopsis of the second is given in a prefatory note.

In Literature, the answers, with two exceptions, could have been written without the prescribed *Lectures* having been read.

In Middle Grade, the papers were exceptionally creditable; legible, accurate, and methodical.

Junior Grade was very unsatisfactory. The work was frequently presented in a slovenly manner,—the writing illegible, the order of questions disregarded, and replies given in fragments in disconnected parts of the answer-books.

Of the failures, those in Grammar formed an unduly large proportion. This proves that many of the candidates were sent in entirely unprepared. In Grammar, the answers to questions 1 and 3 showed that, whilst parts capable of being solved from memory were done correctly, application of the knowledge had not been mastered.

The most decided weakness was, however, exhibited in Parsing. This is the more remarkable, as all the words were easy, and selected (in accordance with Note 2 on Programme) from the prescribed text.

In Composition (question 8), the sixth sentence is an exercise on a well-known feature in Irish Grammar—pronominal suffixes employed with prepositions. It was disappointing to find that not ten candidates rendered the phrases with accuracy.

The Translation of the text had, in nearly all cases, evidently been got by rote. The answers in Geography and Literature were in every instance imperfect, and, as a rule, incorrect.

I, therefore, beg to suggest as follows:—(1) That, in all Grades, Grammar Exercises, taken from the prescribed text, be set regularly from the beginning of the year. (2) That in Junior Grade, easy English sentences illustrating native idioms, and in Middle and Senior, passages illustrative of native structure, be given for translation into Irish; and similar Irish sentences and passages, for translation into English. (3) That in the prescribed authors, the geography be taught with the aid of a map. (4) Finally, that pupils be encouraged to compile synopses of the personal and local names, and the historical and literary allusions, contained in the prescribed texts.

## ARITHMETIC.

MIDDLE AND JUNIOR GRADES—BOYS AND GIRLS.

Report of S. FITZPATRICK, Esq., Rev. JOHN KELLEHER, and ALEX. KNOX M'ENTICE, Esq.

We have examined the answers of 605 boys in Middle Grade and passed 527, of whom 54 per cent. obtained honors, an unusually large number scoring full marks. Great praise is due to the teachers for the



care that must have been taken to have the Arithmetic so well learned and the work so well executed. The character and style of very many of the papers seemed to indicate the work of practical book-keepers rather than that of boys under seventeen years of age.

There was an improvement in the answering this year of the girls of Middle Grade, but there is still much to be desired. All questions involving thought for their solution are passed by or attempted in haphazard fashion. Of 245 examined, 61 obtained honors, 117 merely passed, and 67 failed.

We examined the answers of 3,662 boys in Junior Grade, 1,139 obtained honors, 1,350 passed, and 1,173 failed. We found at least 40 per cent. deserving of very great praise for the neatness, accuracy, and style of their work. In many instances, the questions were taken up regularly from No. 1 to No. 14 and worked without a single mistake, showing a complete mastery of the subject. Of the remaining 60 per cent. little can be said in praise. More than half the papers were worked in a methodless, slovenly manner.

The papers of the Junior Grade girls were inferior to those of last year. Of 945 examined, 63 per cent. passed, 20 per cent. with honors, and 37 per cent. failed. Among those failures it was surprising to find how large a number of books was returned with not a single figure made in them. If these very young children, as we must suppose them to be, had devoted the year to a thorough learning of the simple and compound rules there would be more reason to hope for their success in the future, as it is they have frittered away their time in a useless skimming over the whole programme with the miserable result their blank books show. Those who obtained honors may fairly be said to have received a good Arithmetical education, as honor marks could scarcely be obtained through the easy questions of the paper.

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### BOOK-KEEPING.

Report of E. T. O'BRIEN, Esq.

I am pleased to be able to report that the answering of the candidates in this subject was, on the whole, fairly good and will, I think, compare favourably with that of previous years. Some of the work done by both the boys and the girls was decidedly good, and there were instances, especially among the former, of a very clear and comprehensive knowledge of all the details of the business in hand. I found the girls did not so often rise to the higher levels as the boys, but there was a smaller proportion of mere blanks among them, and, as a consequence, their percentage of "passes" exceeds that of the boys.

In Book-keeping, perhaps, to a greater extent than in any other subject, candidates present themselves without proper preparation, and, even among those who scored sufficient marks at the recent examination to avoid failure, there was a too slender knowledge shown of the practical part of the work, a perfect knowledge of which is so absolutely necessary.

The proficiency attained by many of the candidates this year should encourage closer attention to this important branch of education.



## EUCLID.

## SENIOR AND MIDDLE GRADES.

Report of JOHN CASEY, Esq.]

## SENIOR GRADE.

The answering of the propositions in this grade was excellent. About 40 per cent. of the candidates attempted the deducibles. Honours were obtained by more than 80 per cent. of them. The number of failures was very small.

## MIDDLE GRADE.

Answering very satisfactory, especially of the propositions, which was particularly good. More than 70 per cent. of the candidates obtained honours, and a very fair number of them answered over 75 per cent. on the whole paper. There were very few failures.

*Observation.*—Without attempting a single deducible in either grade, and even completely failing in *one* proposition in the senior grade, or in *two* in the middle grade, full marks in the remaining propositions would be equivalent to the number required for honours. Considering this, I believe the honour standard is rather low.

## JUNIOR GRADE (BOYS.)

Report of Rev. H. J. LAWLOR, Rev. P. O'DONNELL, and  
A. C. O'SULLIVAN, Esq.

The answering in the propositions was fair, in the deductions not so good as might be reasonably expected even from Junior Grade Boys.

In a very considerable number of cases it seemed that the propositions had been learned by rote, without being clearly understood, while in many instances it was plain that the candidates had no acquaintance with the subject beyond Book I., or a portion of it. This result is probably to a large extent due to the practice, apparently not very uncommon, of sending in children for examination at an extremely early age. In some cases it was quite manifest that, even had the candidates been thoroughly made up in the appointed course, their handwriting was far too imperfect to admit of their writing down the answers to more than a few of the questions in the allotted time.

As an illustration of what occurred, it is worth noticing that many of those examined made no attempt whatever at any of the questions on Book III., a considerable number also ignoring Book II. All this points to the fact that many boys competed before they had read, even imperfectly, the first three books of Euclid.

Although evidence of good teaching was certainly not wanting, it was an unfavourable indication to find many candidates omitting the second part of questions having two cases, and many also covering page after page with demonstrations that might be fully done in less than half the space. Besides, there were numerous inaccuracies, pointing to the same careless method of instruction.

As a corrective to the mechanical manner of learning the propositions by rote, we would suggest that teachers should illustrate the work as they go along by easy deductions, and thus insure that their pupils have not merely committed the propositions to memory.



## JUNIOR GRADE—GIRLS.

Report of R. RUSSELL, Esq.

In this grade there were 210 candidates, of whom 6 passed with honour, and 31 obtained between 25 per cent. and 50 per cent. The highest mark was 63.6 per cent. These numbers speak for themselves.

A few of the candidates sent in very fair papers, but as a whole the answering was extremely bad, a very large number being completely ignorant of the most elementary points.

Judging from the style of answers, one is almost compelled to believe that many of the candidates are either taught or allowed to learn the propositions by heart.

There is too great a tendency to use symbols in proving propositions, the idea, I presume, being to save time. As a consequence, many of the candidates *possibly* mean the right thing though they use the wrong symbol. In several papers I met with the expressions, "rectangle under  $AB + BC$ ," meaning  $AB \cdot BC$ ; "the squares of  $AB + BC$ ," meaning  $AB^2 + BC^2$ . It was a common failing to write  $AB^2 + BC^2$  for  $(AB + BC)^2$ , and vice versa. These and many other mistakes lead me distinctly to the conclusion that the second book is very badly taught, and as a consequence in but few cases understood.

A very considerable number of the candidates obtained absolutely no credit. Surely in these cases the teachers must know that it is quite useless to send forward the candidates for examination. There is nothing more disheartening to a backward pupil than compelling him or her to scramble over three books of Euclid before having had time to master even the most elementary propositions.

## ALGEBRA AND ARITHMETIC.—SENIOR GRADE—(BOYS).

## PLANE TRIGONOMETRY.—SENIOR GRADE—BOYS.

Report of A. W. PANTON, Esq.

The answering of the boys of the Senior Grade in Algebra and Arithmetic, and in Trigonometry, was most satisfactory, and even superior to the answering of the same grade last year, of which I was able to make such a favourable report. Among the boys of this grade there are many of high mathematical ability, and it is evident that they have taken great pains in the preparation of their business, and have had the advantage of sound teaching. There is one small defect to which I wish to call attention. In questions in which a numerical result is required, the answer is in very many instances spoiled (*i.e.*, full marks are not obtained) in consequence of a slight numerical error, often quite at the end of an answer in other respects perfectly correct. Such errors can generally be avoided by a little care, and it would be well if teachers would impress on their pupils the advisability of going over arithmetical work at least a second time in all questions of a numerical kind.



## ELEMENTARY MECHANICS.

Report of A. W. PANTON, Esq.

The answering in Elementary Mechanics is not quite up to the standard of last year. I cannot, however, say that this is due to any want of preparation in this subject. The number of failures is about the same as that of last year; and the fact that in the present year a smaller proportion of the candidates have obtained honors is probably to be accounted for by the relative difficulty of the papers of the two years.

## ALGEBRA.

MIDDLE GRADE (BOYS).

Report of W. R. WESTROFF ROBERTS, Esq.

I beg to report that, on the whole, the answering has been very satisfactory.

Nearly 75 per cent. of the candidates passed, and most of them exhibited a fair and sound knowledge of Algebra, while nearly one half of the total number obtained honours; a few scoring the maximum amount of marks.

On the other hand there was a general inability to prove, correctly question two. Most of the boys who attempted it appeared to think, that the conclusion was  $2x^2 = 2x^2$ , and failed to show clearly that the sum of the three fractions on the left hand side of the identity was equal to the fraction on the right.

Similar remarks apply to question four; a mere verification being attempted by a large number of boys who tried the question.

Very few solved the last question correctly and logically, so as to obtain credit for it, though not a few arrived at the answer by some tentative process or guess work.

## JUNIOR GRADE (BOYS).

Report of Rev. ANDREW BOYLAN, Rev. THOMAS O'DEA, and W. R. WESTROFF ROBERTS, Esq.

The answering in Junior Algebra has been fairly satisfactory this year. About 70 per cent. of those who presented themselves for examination have succeeded in passing, while a very large proportion have obtained honors.

A considerable number of those who have failed to pass have scored less than 10 per cent. of the gross total of marks; and hence it is obvious that the somewhat large percentage of failures is to a great extent due to the practice of sending for examination boys who are almost entirely unprepared in the subject they present. Many failures are also due to inaccuracy of work, as distinct from ignorance of rule.

The proportion of boys who have passed with honors is specially satisfactory. Not only have a larger number than usual attained this degree of success; but many amongst them have scored a very high percentage of marks.



There are still many boys who seem to have paid no attention to the ordinary method of simplifying and shortening work. Thus we have met not a few cases in which exercise seven was solved by multiplying the numerator of each fraction by the denominators of all the other fractions, and some boys attempted the solution by dividing the product of all the denominators by the denominator of each fraction and then multiplying the result by the corresponding numerator. A similar remark applies to the eighth exercise.

Another defect noticeable in candidates is their want of attention to the terms in which problems are stated. In exercise twelve some boys assumed that the number of half-crowns, instead of exceeding the number of half-sovereigns by four, was four times as large, and in exercise ten, candidates failed to notice that the numbers referred to were stated to be consecutive.

### ALGEBRA AND ARITHMETIC—SENIOR GRADE—(GIRLS).

#### ALGEBRA.—MIDDLE AND JUNIOR GRADES—(GIRLS.)

Report of A. W. PANTON, Esq.

The results show an improvement in the answering in Algebra of the girls of all grades. This is especially noticeable in the case of the Junior Grade, in which thirty per cent. obtained honours, as compared with eighteen per cent. last year. With regard to the answering of the girls in this subject (and the same remark applies, although in a less degree, to the other grades as well as the Junior) the same impression remains on my mind as in former years, viz., that very many candidates present themselves for examination who are either totally without preparation or without any capacity for the study of the subject.

### NATURAL PHILOSOPHY.

#### MIDDLE AND SENIOR GRADES (BOYS AND GIRLS).

Report of Professor W. F. BARRETT.

In addition to the observations already made in the report on the Junior Grade, the absence of any real living acquaintance with the things themselves about which they are examined, is conspicuous in the large majority of candidates in the Middle and Senior Grades. For example, in describing and drawing so familiar an instrument as a barometer, in many cases candidates would leave a hole at the closed end of the tube, in order, as they remark, "to let in the pressure of the air." The value of outline drawings or diagrams of apparatus, to which I have referred in a previous report, I would again point out in this. The Middle Grade papers were, as a whole, far more satisfactory than the Senior Grade papers, for the subjects of magnetism and electricity—required in the Senior Grade—appear to be imperfectly taught in many schools. This, no doubt, arises from the want of the necessary apparatus. I would recommend the construction by the teachers of simple and inexpensive apparatus, which is quite feasible in the subjects of light and magnetism and electricity.

In the Middle Grade Examination I was surprised to find how nearly



every candidate, even those who could not answer the simplest other question, had got up by rote the laws of the pendulum, though in numerous cases they were wholly ignorant of the meaning of the formula they had written down, or else interpreted it incorrectly.

#### JUNIOR GRADE (BOYS).

Report of Professor W. F. BARRETT, Rev. P. J. CARROLL, and J. McGRATH, Esq.

As a whole the answering this year in the Natural Philosophy Examination has been distinctly better than last year, and the number of candidates has been greater. Considering the age of the candidates, and the comparatively few facilities which they have had for obtaining any experimental acquaintance with the facts of Natural Philosophy, the results in the Junior Grade Examination are satisfactory. Until schools and colleges are provided with the apparatus which is essential for the proper teaching of physics, little more than book knowledge can be expected from the majority of the pupils.

Meanwhile, we wish to point out to candidates the importance of exercising their reason as well as their memory. Whilst there were excellent answers learnt by rote about the laws of motion or of falling bodies, scarcely any candidate could correctly explain the "kick" of a gun, and the difference between "weight" and "mass" was most imperfectly known.

#### JUNIOR GRADE.—GIRLS.

Report of Rev. P. J. CARROLL.

I regret to state that the answering of the girls in this grade was not, as a rule, over-satisfactory. Of the small number that presented themselves for examination very few indeed succeeded in gaining honour marks, while the majority did not reach even the pass standard. There were, of course, exceptional cases, in which evidence was given not only of actual knowledge, which might be had from cramming, but of a masterly grasp of principles, which could result only from much thought and intelligent training. But the general character of the answering was superficial and unsatisfactory.

### CHEMISTRY.

#### SENIOR AND MIDDLE GRADE.

Report of RICHARD J. MOSS, Esq., F.C.S.

The observations of my colleague and myself on the answering in the Junior Grade are to a great extent applicable also to the answering in the two other grades. The pupils show a fair knowledge of theoretical chemistry so far as book work goes, but they are, as a whole, deficient in the more useful information that is derived from a practical study of the subject. Their inability to apply their knowledge to problems not directly referred to in the text-books is often conspicuous. I strongly recommend that greater encouragement should be given to experimental methods of study, and that the mere committing to memory of passages from the text-books should, as far as practicable, be discouraged.



## JUNIOR GRADE.

Report of RICHARD J. MOSS, Esq., F.C.S., and MICHAEL M'HUGH, Esq., M.B.

In the Junior Grade the answering presents, in a marked degree, two extremes. There are some very excellent papers—answers which reflect the highest credit on both teacher and pupil, and some so bad that it is difficult to understand why the candidates ventured to answer the questions at all. The great bulk of the papers occupy a position between these two extremes, and their most conspicuous feature is an evidence of superficiality. They show that most of the candidates attempt to pass the examination by mere efforts of memory. In many papers fairly correct answers, in subjects relating to theory, are associated with blunders which show complete ignorance of the most elementary practical chemistry. This defect can only be remedied by the more general introduction of experimental methods of teaching. In orthography the papers are, as a whole, creditable, and marked ability is often shown in the manner in which the candidates express themselves. Arithmetical problems were, as a rule, worked out accurately.

## BOTANY.

Report of Professor E. PERCEVAL WRIGHT.

The answering in all three classes was unsatisfactory.

From the style of the answers I have been led to infer that the subjects allotted to the several classes were not studied from a practical point of view, and in far the majority of cases where technical terms were used their meaning was clearly not understood.

In several instances—from either a want of care in reading over the questions, or from a want of knowledge of the very simple botanical terms used therein—many fairly correct facts were given in replies, which had no bearing whatever on the questions put.

I am reluctantly led to the conclusion that this subject (Botany) has not been taught to the students, but that they have been left “to make it up” for themselves.

## DRAWING

FREEHAND—JUNIOR AND MIDDLE GRADES. OBJECT DRAWING—SENIOR GRADE.

Report of H. A. BOWLER, Esq.

In the Junior Grade the high average of success obtained in previous years has been maintained, and the Examiner has had the satisfaction of awarding full marks to several exercises.

In the Middle Grade the result was more satisfactory than last year, the rather severe example being often well rendered, and few drawings being below a fair level for candidates of this grade.

In the Senior Grade were several candidates whose drawings showed that although they might in some way have been taught to shade, they



had had no satisfactory instruction in drawing from real objects. The exercise afforded an opportunity, in the gentle variations of the surfaces of the open book, of making a drawing of some delicacy, but few candidates seemed to have sufficiently observed the gradations of tone necessary to express these surfaces.

GEOMETRICAL—SENIOR GRADE—BOYS. GEOMETRICAL AND PERSPECTIVE—  
JUNIOR AND MIDDLE GRADES—BOYS.

Report of GEORGE M. ATKINSON, Esq.

I have the honour to transmit the following report on the Junior Grade Boys' Geometrical and Perspective Drawings, the Middle Grade ditto, and Senior Grade Geometrical Drawings sent to me for examination. The waste of time by candidates writing out descriptions of the problems, and their negligence in not numbering them was not nearly so prevalent as last year. The want of a fixed place on the examination paper for each problem was felt by the candidates; some adopted the laudable practice of dividing their paper into six equal parts, one for each problem, this division, in itself, was a good exercise, and showed a habit of order and method in these candidates.

In the majority of cases the results are satisfactory, and the candidates worked the problems fairly. The exceptions being some nine; who proved themselves utterly ignorant. I cannot understand the object of any teacher sending such in for examination. The problems that were set to test execution, and those useful in a technical sense and for assimilating to ornamental art were well worked.

The problems in Perspective were arranged to fit or group into one scheme, on one sheet of paper, the one horizontal line, eye, distance, &c., answering for all the questions. Time was lost by some of the candidates repeating the horizontal line, eye, &c., for each problem.

In the Middle Grade, time was lost by some of the candidates laying out a scale, when the measure required could immediately be taken from any ordinary ruler. The Geometrical problems given to test execution, the use of protractor, and presumed educational knowledge, were fairly executed.

With reference to the Senior Grade Boys Examination, there was a want of definite idea as to which was plan, and which elevation, and the knowledge of the "trace" was not very clear in a few cases; otherwise the result was decidedly good.

GEOMETRICAL AND PERSPECTIVE.

JUNIOR GRADE—BOYS.

Report of JOHN CARROLL, Esq.

I beg to present my report on the Geometrical and Perspective Drawing of the Junior Grade Boys.

In Geometrical Drawing many papers of undoubted merit have come under my notice, some of which contain correct solutions, neatly worked out, of all the questions proposed.

There are, however, several papers which are far from satisfactory,



the answers on them being, in some cases, merely approximate solutions, and in others, roughly executed attempts at construction.

A few candidates seem still to be under the impression that a description of the method of construction should accompany their diagrams. Such a description is unnecessary, no marks are given for it, and the time so occupied would be better spent in attempting to solve the remaining questions.

In Perspective Drawing correct solutions of the questions are rare. Very few candidates indeed have even attempted this subject.

#### FREEHAND, GEOMETRICAL, AND PERSPECTIVE.

##### Report of THOMAS M. LINDSAY, Esq.

In the Freehand papers of both Junior and Middle Grades the work generally shows decided natural ability, intelligence, and careful training. In the higher Grade there is also evidence of a fine perception of the niceties of form in the rendering of the example given to be copied; the satisfactory papers numbering nearly ninety-two per cent.

There was a large proportion of failures in Geometry and Perspective; in the junior grade one-half of the papers were failures. A large number of the exercises were slovenly, and in others the problems were either not attempted or were ill-worked, indicating so slight a knowledge of the subject, that the Candidates ought not to have been presented for examination.

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#### MUSIC.—ALL GRADES.

##### Report of T. OSBORNE MARKS, Esq., Mus.D.

The answering in the rudiments of the theory was good in the different grades. In the working out of the harmony exercises, a knowledge of the chords was generally shown; but in most cases the writing exhibited little acquaintance with ordinary part-writing. The counterpoint in the Senior Grade was not very satisfactory.

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#### DOMESTIC ECONOMY.—ALL GRADES.

##### Report of Miss FANNIE M. GALLAHER.

With regard to the SENIOR GRADE papers, they were highly satisfactory, taking them all in all—many rising, with keen intelligence and well-directed womanly wit, high above the average, and few sinking far below it. In expressing household theories the candidates gave evidence of having thought the subject out through a course of Junior Grade and Middle Grade work; and when an opportunity was given them of forming opinions of their own, they formed them always with a good foundation of book learning on the subject, and, as a rule, logically. However, where practical experience might have stood them in good stead there



was little sign of it—very few of them showing any indebtedness to home practice in the art of Domestic Economy. Improvement in this respect can hardly be expected until the learning generation of to-day will be the teaching generation of to-morrow. Then, mothers knowing the value of practical home instruction will be more ready than they are at present to allow their daughters a share in the government of household affairs. To illustrate briefly what I mean, I need only state that I do not think twenty-five per cent. of the candidates showed themselves capable of making *white sauce*, while, on the other hand, a large number were most sensible in their ideas respecting the best way to maintain a sound state of health.

In the **MIDDLE GRADE** there was naturally less power of judgment. There was also, apparently, a greater dependence on the teacher and on the words of the book. When reading over the papers in this grade, I became very fully convinced that the teachers themselves, as a rule, need more training in the subject. Evidently they consider it easy to impart knowledge in Domestic Economy, and they teach it without paying much attention to the scientific aspect of the lesson. The ignorance displayed in the matter of respiration (Ques. 1) was discouraging, and the few diagrams attempted were simply lamentable. In the majority of cases the candidates had plainly been taught from the book and no attempt made to simplify or expand its form of expression, or to interest them in the mastery of the details. If I could reach the teachers I should like to suggest to them to "make up" the subject better themselves, and to teach it standing by a blackboard, discarding the book save as a guide to the headings of the lesson. At the Middle Grade age girls are struggling between a facility in learning the letter, and a facility in understanding the spirit of the task before them. It is the teacher's fault if the former be encouraged rather than the latter. Of course in some of the answers (7 and 9, for example) there is no room for the display of anything but accuracy. However, even here, I think by judicious training accuracy could be acquired without slavish submission to any series of printed words.

To the papers in the **JUNIOR GRADE** the same remarks are, to a large extent, applicable. At this age the capacity to acquire mechanically the products of other minds by dovetailing them together, is far greater than the capacity to digest, assimilate, and reproduce knowledge. Consequently, wherever explanation was needed on the part of the teacher the pupils' answers were generally found wanting (e.g. 1 and 2); but, where strict accuracy in the matter of memory was demanded, there was seldom a hopeless disappointment.

Briefly stated, my opinions are:—

In the **Junior Grade**—memory predominates, imagination runs wild, and intelligence needs skilled training.

In the **Middle Grade**—memory and intelligence struggle for mastery, and the struggle weakens both. The former needs to be checked by the application of a teacher's judgment; the latter needs to be strengthened judiciously.

In the **Senior Grade**—intelligence predominates and renders the candidate independent in a large measure, and capable of extracting the meaning of a sentence without burdening herself with the external form.

This being my conclusion, I attribute the vast majority of the faults in the papers on Domestic Economy, rather to the teachers than to the pupils, and I think great good would be done if the heads of girls' schools were to require their teachers in this subject—particularly in the Junior Grade—to have passed some qualifying examination themselves.



## APPENDIX IV.

LIST OF SCHOOLS TO THE MANAGERS OF WHICH  
RESULTS FEES WERE PAID IN 1887, AND AMOUNTS  
OF SUCH FEES.

## LEINSTER.

County.	Town.	Name of School.	No. of Stu- dents paid on	Amount.
CARLOW, .	Carlow, .	Carlow College, . . . .	9	£ s. d. 33 12 0
	do., .	Christian Schools, . . . .	16	44 8 6
	Tallow, .	St. Patrick's Seminary, . . .	6	20 5 6
DUBLIN, .	Dublin, .	Christian Schools, James's-street, .	23	60 10 0
	do., .	do., Nth. Richmond-st. .	93	281 2 0
	do., .	do., Sygne-street, . . . .	48	119 18 0
	do., .	Belvedere College (s. j.) . . .	45	197 0 0
	do., .	Erasmus Smith's Schools, 43, Gt. Brunswick-street, . . . .	8	27 17 0
	do., .	Carmelite Seminary, 41, Lower Dominick-street, . . . .	11	38 4 0
	do., .	Catholic University School, . .	5	17 18 0
	do., .	Christ Church Cathedral Gram- mar School, . . . .	1	5 2 0
	do., .	High School, 40, Harcourt-street, .	58	216 10 6
	do., .	King's Hospital, . . . .	16	58 11 0
	do., .	Maske's Orphan Boys' School, . .	12	57 17 0
	do., .	Merchant Tailors' School, . . .	1	3 18 0
	do., .	Private School, 53, Gt. Charles- street, . . . .	2	5 12 0
	do., .	Rathmines School, . . . .	19	93 4 6
	do., .	Wesley College, . . . .	17	82 15 0
	Blackrock, .	Blackrock College, . . . .	65	297 3 6
	Castleknock, .	St. Vincent's College, . . . .	23	105 15 0
GLASNEVIN, .	do., .	St. Vincent's Orphanage, . . .	23	89 18 0
	Kingsdown, .	Corry School, . . . .	8	50 6 0
	do., .	Kinnstown School, . . . .	3	10 10 0
	Sandymount, .	St. Patrick's Collegiate School, .	5	12 2 0
	Santry, .	Santry School, . . . .	11	56 17 6
	Terenure, .	Carmelite College, . . . .	8	36 1 0
	do., .	do., . . . .	8	36 1 0
KILDARE, .	Athy, .	Christian Schools, . . . .	9	19 16 0
	Monasterevan, .	do., . . . .	6	8 16 0
	Sallins, .	Clongowes Wood College (s. j.), .	66	273 13 0
KILKENNY, .	Callan, .	Christian Schools, . . . .	9	22 12 0
	Kilkenny, .	do., . . . .	14	30 6 0
	do., .	St. Kieran's College, . . . .	15	45 14 6
	do., .	Craigton's School, . . . .	1	6 10 0
KING'S COUNTY, .	Parsonstown, .	Charterfield Preparatory School, .	6	16 16 0
	do., .	Presentation Brothers' Interme- diate School, . . . .	7	24 4 0
LONGFORD, .	Granard, .	St. Bernard's School, . . . .	2	10 12 0
	Leopard, .	St. Mel's College, . . . .	5	22 15 0
	Mullingar, .	Christian Schools, . . . .	24	68 18 0
Carried forward, . . . .				2,647 10 6



County.	Town.	Name of School.	No. of Students paid on	Amount.
				£ s. d.
LOUTH,	Ardee,	Carried forward,	—	2,647 10 6
	do.,	Erasmus Smith's School,	1	3 18 0
	Doaghda,	Intermediate School,	3	9 14 0
	do.,	Christian Schools,	15	42 14 0
	Dundalk,	Grammar School,	11	59 3 0
	do.,	Christian Schools,	32	85 9 0
MEATH,	do.,	Educational Institution,	19	66 1 6
	do.,	St. Mary's College,	19	55 0 0
MEATH,	Navan,	St. Finian's Seminary,	19	100 16 6
	Navan,	St. Finian's Seminary,	19	100 16 6
QUEEN'S CO.	Maryboro',	Christian Schools,	5	16 12 0
	Mountcash,	The Monastery,	21	73 15 6
WESTMEATH,	Portarlington,	Portarlington School,	4	20 4 0
	Bushraha,	Farm School,	14	55 4 0
	Mullyfarham,	Wilson's Hospital,	8	26 16 0
WEXFORD,	Wexford,	Christian Schools,	6	11 16 0
	do.,	St. Peter's College,	17	82 18 6
	do.,	Tate School,	4	12 6 0
WICKLOW,	Bray,	Bray School,	4	18 18 0
	Bray,	Bray School,	4	18 18 0
		Total,		3,479 16 6

## ULSTER.

ANTRIM,	Ballymena,	Collegiate & Intermediate School,	4	23 0 0
	do.,	Greenhill Academy,	1	2 14 0
	Ballymoney,	Intermediate School,	3	12 6 0
	Belfast,	Belfast Academy,	19	59 14 0
	do.,	Christian Schools,	40	113 3 0
	do.,	Merionville Academy,	5	16 4 0
	do.,	Methodist College,	64	277 8 6
	do.,	Royal Academical Institution	55	268 14 6
	do.,	St. Malachy's College,	31	126 6 0
	Carriekfergus,	Alexandra School,	1	2 4 0
ARMAGH,	Armagh,	Cathedral School,	3	9 6 0
	do.,	Christian Schools,	4	16 9 6
	do.,	Classical School,	2	6 10 0
	do.,	Royal School,	2	6 6 0
	do.,	St. Patrick's College,	6	26 18 0
	Keady,	Classical School,	2	9 14 0
CAYN,	Lurgan,	The College,	18	71 19 6
	Cavan,	Christian Schools,	3	4 14 0
	Costhill,	Tullyvin Endowed School,	2	6 3 0
DONNAL,	Lifford,	Prior Endowed School,	10	54 1 0
	Stranishlar,	Intermediate School,	1	3 2 0
DOWN,	Banbridge,	The Academy,	10	33 8 0
	Bangor,	Endowed School,	6	17 0 0
	Holywood,	Upper Sullivan School,	17	70 0 0
	Newry,	Christian Schools,	34	117 2 0
	do.,	Intermediate School,	10	51 0 0
	do.,	St. Colman's College,	4	22 18 0
	Newtownards,	Intermediate School,	6	33 0 0
FERMANAGH,	Enniskillen,	Portora Royal School,	3	19 0 0
	Enniskillen,	Portora Royal School,	3	19 0 0
LONDONDERRY,	Coleraine,	Academical Institution,	35	168 17 0
	Limevady,	Intermediate School,	1	0 10 0
	Londonderry,	Academical Institution,	26	119 11 0
		Carried forward,		1,793 6 0



County.	Town.	Name of School.	No. of Students paid on	Amount.
LONDONDERRY,	Londonderry,	Carried forward,	—	£ 1,753 6 0
	do.,	Foyle College,	21	99 10 0
	do.,	St. Columb's College,	17	83 1 6
	Maghera,	Intermediate School,	2	7 14 0
	Magherafelt,	Bainey Foundation School,	2	6 12 0
MONAGHAN,	Monaghan,	Intermediate School,	1	4 2 0
	do.,	Christian Schools,	8	16 8 0
	do.,	Dioecesan School,	8	25 18 0
TIRONE,	do.,	St. Macartin's Seminary,	5	26 5 0
	Coekstown,	The Academy,	7	17 2 0
	Omagh,	Intermediate School,	2	10 2 0
	do.,	Christian Schools,	7	15 6 0
	Strabane,	The Academy,	20	80 10 6
Total,				2,183 17 0

## MUNSTER.

CLARE,	Ennis,	Christian Schools,	18	53 8 6
	do.,	Dioecesan College,	15	60 2 6
	do.,	Ennis College,	5	21 8 0
	Kilrush,	Christian Schools,	17	39 18 0
CORK,	Charleville,	Christian Schools,	15	51 8 6
	Cork,	do.,	136	416 4 6
	do.,	Collegiate School, 49, South Mall,	3	21 10 0
	do.,	Grammar School,	6	20 8 6
	do.,	Presentation Brothers' Schools, Grand Parade,	32	108 11 6
	do.,	Presentation Brothers' School, Greenmount,	10	27 12 0
	do.,	Presentation Brothers' Intermediate School, Lancaster-quay,	10	35 8 0
	do.,	Queen-street Collegiate School,	12	54 17 6
	Fermoy,	Christian Schools,	11	33 8 0
	do.,	St. Colman's College,	30	161 10 6
	Kinsale,	Carmelite College,	1	2 18 0
MIDDLETON,	Middleton,	Christian Schools,	14	23 0 0
	do.,	The College,	7	27 17 0
	Mitcheilstown,	Christian Schools,	6	16 7 6
	Skibbereen,	The Academy,	2	7 4 0
	do.,	University & Intermediate School,	10	36 0 0
	Youghal,	Christian Schools,	30	114 6 0
KERRY,	Killarney,	St. Brendan's Seminary,	19	96 4 0
	Lisgow,	St. Michael's College,	11	51 1 6
	Tralee,	Christian Schools,	14	38 3 6
	do.,	Intermediate School,	1	3 14 0
LIMERICK,	Bruff,	St. Patrick's Seminary,	4	19 14 0
	Limerick,	Christian Schools,	53	162 17 0
	do.,	Drumolshan School,	1	3 8 0
	do.,	Private Day School, 10, Thomas-st.	2	6 16 0
	do.,	Leamy School,	1	2 14 0
	do.,	Sacred Heart College (i.e.),	27	127 15 6
TIPPERARY,	do.,	University & Intermediate School,	1	4 2 0
	Carraig-on-Suir,	Christian Schools,	13	34 15 0
	Cashel,	do.,	5	15 4 0
	do.,	Rockwell College,	21	118 5 0
	Chamuel,	Christian Schools (St. Mary's),	5	5 16 0
	do.,	do., (SS. Peter and Paul's),	14	35 5 0
	do.,	Grammar School,	8	35 2 6
	Nanagh,	Christian Schools,	7	20 1 0
TIPPERARY,	Tipperary,	do.,	25	49 12 0
	do.,	Grammar School,	18	87 4 0
Carried forward,				2,270 17 6



County.	Town.	Name of School.	No. of Students paid on	Amount.
WATERFORD,	Dungarvan,	Carried forward,		£ s. d.
	do.,	Christian Schools,	23	2,270 17 6
	do.,	St. Augustine's Seminary,	12	75 9 0
	Waterford,	Christian Schools,	39	38 5 0
	do.,	Diocesan School,	4	110 14 6
		Total,		16 14 0
				2,512 0 0

## CONNAUGHT.

GALWAY, .	Ballinasloe,	The Academy,	1	1 18 0
	Galway,	Grammar School,	15	60 4 6
	do.,	St. Ignatius' College,	8	32 8 0
	Tumshing,	Christian Schools,	5	7 5 6
MAYO, .	do.,	St. Jarlath's College,	7	41 17 6
	Ballina,	Intermediate and Civil Service School,	1	4 2 0
	Ballinrobe,	Christian Schools,	11	35 4 0
	Westport,	do.,	7	24 18 6
ROSCOMMON,	Athlone,	Ranelagh School,	15	58 4 0
	do.,	St. Mary's Intermediate School,	6	18 2 0
	Boyle,	Academical Institution,	6	32 7 6
	Elphin,	Bishop Hodson's Grammar School,	2	11 16 0
SLIGO, .	Sligo,	Diocesan School,	4	15 10 0
	do.,	The College,	26	122 8 6
	do.,	Primrose Grange School,	11	44 8 0
		Total,		510 14 0

## GIRLS.

## LEINSTER.

CARLOW, .	Carlow,	Ladies' Seminary,	2	4 0 0
DUBLIN, .	Dublin,	Alexandra College,	18	88 15 6
	do.,	Alexandra School,	30	74 18 0
	do.,	Ardsingrath School, Rathgar,	7	18 0 0
	do.,	Clergy Daughters' School,	8	25 16 0
	do.,	Dominican Convent, 19, Eccles-st.	14	65 13 6
	do.,	Frankfort College, Rathgar,	5	5 4 0
	do.,	German Day School, 46, Wel-	1	2 18 0
	do.,	ington-place.		
	do.,	Loreto Convent School, Stephen's-	2	7 6 0
	do.,	green.		
	do.,	Masonic Female Orphan School,	10	26 6 0
	do.,	Miss Reid's School, 41, Harring-	3	11 2 0
	do.,	ton-street.		
	do.,	Miss Yonkley's School, 3, Har-	5	17 14 6
	do.,	ington-street.		
	do.,	Morehampton House, Ladies' School,	6	18 12 0
CASTLEMOCK, .	do.,	Miss Jones' Private School, 19, Leinster-square, Rathmines.	13	40 0 6
	do.,	Rathgar High School,	1	2 4 0
	do.,	Brinland School,	14	48 2 6
	do.,	Trinity School, 41, North Great George's-street.	1	2 4 0
	Castlemock,	Marcus's School,	5	12 6 0
	Kingstown,	Kingstown School,	2	8 11 0
	do.,	Private School, 34, Corrigan-avenue,	6	18 2 0
	do.,	Royal Terrace School,	3	6 12 0
	Terenure,	Miss Carnegie's School, 5, Mount Tallant-terrace,	2	5 16 0
		Carried forward,		514 3 6



County.	Town.	Name of School.	No. of Students paid on	Amount.
				£ s. d.
		Carried forward, . . .	—	514 3 6
KILDARE, .	Athy, .	Convent of Mercy School, . .	11	19 13 0
KILKENNY, .	Callan, .	do., . . .	2	3 0 0
	Kilkenny, .	Mrs. Creighton's Ladies' School, .	1	3 4 0
	do., .	Loretto Convent School, . . .	13	34 4 0
LONGFORD, .	Longford, .	Convent of Mercy School, . .	6	15 9 0
LOUTH, . .	Drogheda, .	Ladies' School, . . .	1	3 4 0
	Dundalk, .	The Misses Purke's School, . .	13	35 8 0
MEATH, . .	Navan, .	Loretto Convent, . . .	38	120 13 6
QUEEN'S CO.,	Mountmellick, .	Friends' School, . . .	16	52 14 6
	do., .	Miss Jellison's School, . . .	2	6 4 0
WESTMEATH, .	Mullingar, .	Convent of Annunciation, . .	6	18 17 0
WEXFORD, .	Enniscorthy, .	Loretto Convent, . . .	10	21 13 0
	Gorey, .	Loretto Abbey, . . .	5	13 3 6
	Wexford, .	Loretto Convent, . . .	13	43 15 0
WICKLOW, .	Arklow, .	Convent of Mercy, . . .	2	4 3 0
	Wicklow, .	Roseville (private) School, . .	1	2 14 0
		Total, . . .		913 5 0

## ULSTER.

ANTRIM, . .	Ballymena, .	Ladies' School, Fifteen-place, . .	5	15 2 0
	do., .	Gracehill Ladies' School, . . .	2	3 10 0
	Ballymena, .	Intermediate School, . . .	4	7 13 0
	Belfast, .	Educational Establishment, Strandtown, . . .	1	2 4 0
	do., .	Ladies' Collegiate School, . . .	54	241 11 0
	do., .	Ladies' School, Balmoral, . . .	2	3 16 0
	do., .	Ladies' School, Wellington Park, .	3	8 14 0
	do., .	Ladies' School, 16, College-square, E. . .	11	31 12 0
	do., .	Ladies' School, 8, Shaftesbury-st., .	2	4 18 0
	do., .	Methodist College, . . .	39	148 3 0
	do., .	The Misses Wood's School, Antrim-road, . .	3	8 14 0
	do., .	Miss Staveley's School, do., . .	2	7 10 0
	do., .	Meremile Academy, . . .	1	3 0 0
	Carriekfergus, .	Alexandra School, . . .	14	50 13 6
	Randalstown, .	Parkgate Intermediate School, . .	2	8 14 0
ARMAGH, . .	Armagh, .	Educational Establishment, 33, Abbey-street, . .	4	9 13 0
	do., .	Miss Culbert's School, St. Mark's-place, The Mall, . .	1	1 10 0
	do., .	The Abbey School, . . .	2	5 8 0
	Portadown, .	Alexandra School, . . .	7	21 2 0
CATAN, . .	Cootahill, .	Tullyvin Endowed School, . .	1	3 10 0
DONEGAL, .	Lifford, .	Prior Endowed School, . . .	3	8 0 0
	Stranclar, .	Intermediate School, . . .	1	2 14 0
		Carried forward, . . .		592 16 6



County.	Town.	Name of School.	No. of Students paid on	Amount.
				£ s. d.
DOWNS, . .	Banbridge, .	Carried forward . . .		592 16 6
	Bangor, .	Ladies' Collegiate School, . .	5	17 6 0
	do., .	Endowed School, . . .	2	4 6 0
	Hillaboro', .	Ladies' School, Upper Clifton, .	1	4 8 0
	Holywood, .	The Manor, Sam A. McGiffin, .	5	18 2 0
	do., .	Miss Holden's School, . . .	1	2 14 0
	Motra, .	Sullivan Upper School, . . .	14	54 10 0
	Newry, .	Brockfield School, . . .	1	2 0 0
	Newtownards, .	Ladies' Intermediate School, .	12	28 19 0
		Intermediate School, . . .	4	18 4 0
LONDONDERRY, .	Coleraine, .	Ladies' School, Gardinaville, .	7	20 3 0
	do., .	Academical Institution, . . .	2	10 6 0
	Linnavady, .	Intermediate School, . . .	5	10 7 0
	Londonderry, .	Ladies' Academy, . . .	1	1 0 0
	do., .	Ladies' Collegiate School, . .	27	116 4 0
	do., .	Miss Jenkins' School, . . .	10	24 19 6
	do., .	Strand House School, . . .	40	151 1 0
MONAGHAN, .	Magham, .	Intermediate School, . . .	3	15 13 0
	Monaghan, .	St. Louis Convent, . . .	13	50 0 0
TYRONE, . .	Cockstown, .	Ladies' School, . . .	8	22 14 0
	Dungannon, .	Ladies' Educational Establishment	2	3 14 0
	Omagh, .	Loretto Convent, . . .	12	48 16 0
	Strabane, .	Ladies' Academy, . . .	3	9 17 6
Total, . . .				1,236 5 6

## MUNSTER.

CLARE, . .	Ennis, .	Convent of Mercy, . . .	12	30 11 0
CORK, . .	Bandon, .	Ladies' School, Millplace, . .	1	2 14 0
	Cork, .	High School for Girls, . . .	8	23 3 6
	do., .	Ladies' Seminary, 6, South Mall, .	17	43 0 0
	do., .	Miss Deaves' School, 43, Patrick-street, .	2	4 18 0
	do., .	Miss Mulhane's Seminary, . . .	11	31 0 0
	do., .	Misses Sheppard's School, St. Luke's-place, . . .	4	7 16 0
	do., .	Rebecca Seminary, . . .	9	22 3 0
KERRY, . .	do., .	St. Joseph's Seminary for Ladies, .	3	6 14 0
	Macroom, .	Convent of Mercy, . . .	10	23 15 0
	Killarney, .	Loretto Convent, . . .	13	46 6 0
LIMERICK, .	Trillick, .	Godfrey-place School, . . .	1	2 4 0
	Limerick, .	Ladies' Intermediate School, . .	5	14 19 6
	do., .	Ladies' Day School, 10, Thomas-st. .	1	2 0 0
	do., .	Leamy School, . . .	4	10 15 0
	do., .	Madame de Prins' College, . . .	10	32 5 6
TIPPERARY, .	do., .	University & Intermediate School, .	1	3 4 0
	Roscrea, .	The Valley School, . . .	9	26 9 6
Total, . . .				350 18 0

## CONNAUGHT.

ROSCOMMON, .	Athlone, .	Randagh School, . . .	4	10 1 6
SILIGO, . .	Boyle, .	Academical Institution, . . .	3	16 16 6
	Ballymote, .	Miss Monahan's School, the Manor, . . .	3	8 8 0
Total, . . .				35 6 0



## APPENDIX V.

## THE BURKE MEMORIAL PRIZES.

A sum of money, subscribed in memory of the late THOMAS HENRY BURKE, Esq., Under Secretary to the Lord Lieutenant, was transferred by the Burke Memorial Committee, on 18th March, 1884, to the Intermediate Education Board for Ireland, who undertook to administer the Fund in accordance with the following Rules—(the sum funded is £1,222 18s. 11d. Consols:—

I. The annual income from the fund shall be applied in paying three Prizes, one of £16, one of £10, and a second of £10; any surplus or deficiency to be apportioned in the same ratio. If, in the opinion of the Commissioners, sufficient merit be not shown by the Candidates competing to justify the award of any or either of the Prizes, the amount of such Prize may be, at the discretion of the Board, withheld and added to the principal.

II. No student shall be qualified to receive these Prizes except the children of persons who are, or have been, in receipt of salary or pension in Ireland, paid out of money derived from Parliamentary Grants, Rates or Taxes, other than members of the Naval or Military Services, not being also in Civil employment.

III. The Prizes shall be awarded as follows:—that of £16 to the Boy whom, at the annual Examination in the Junior Grade among Male Candidates qualified in the manner expressed in the next preceding Rule, the Board shall adjudge to rank highest in answering; One Prize of £10 to the Boy whom in the same Grade at such Examination the Board shall adjudge to rank second among such persons in answering; and the other of £10 to the Girl whom, at such Examination in the same Grade, among Female Candidates qualified in the manner aforesaid the Board shall adjudge to rank highest in answering.

IV. The decision of the Board shall be final and decisive in determining whether the Candidates fulfil the conditions of the third Rule.

V. The Board may deduct all expenses connected with the trust from the yearly income.



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